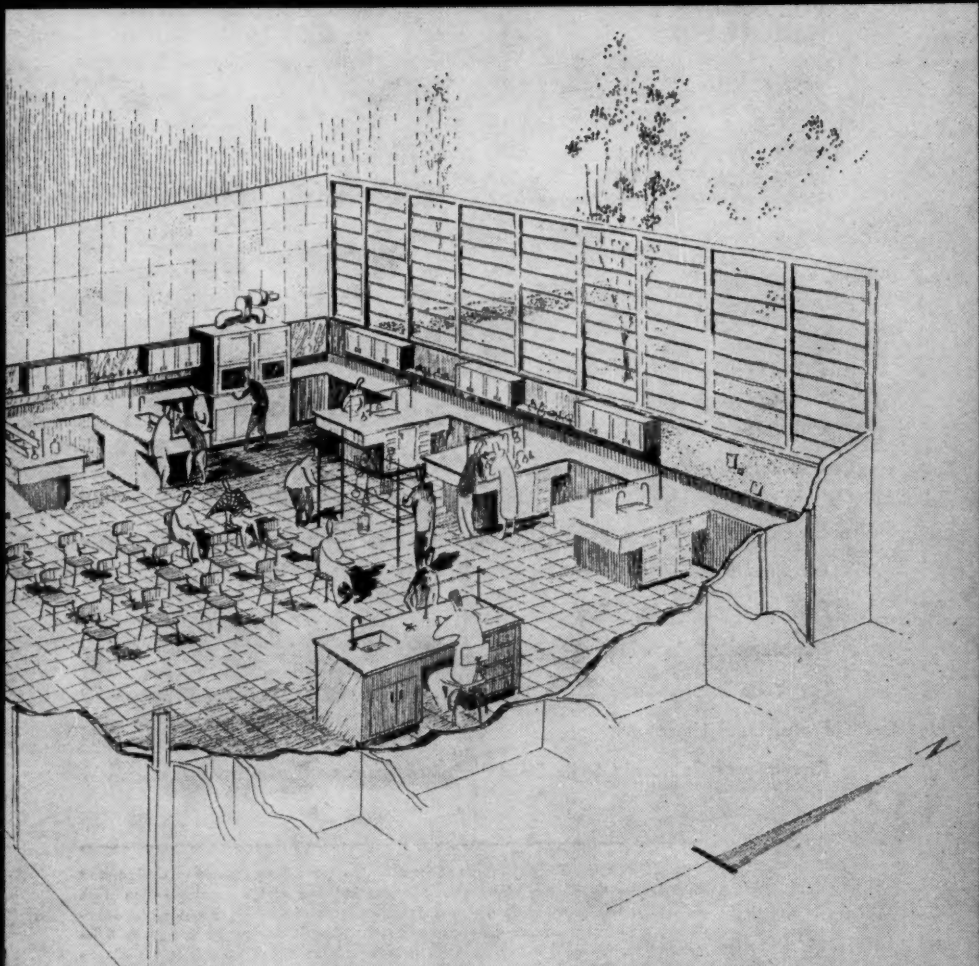


# CALIFORNIA SCHOOLS

FEBRUARY  
1957



PHYSICS-CHEMISTRY ROOM  
ESCALON UNION HIGH SCHOOL  
ESCALON UNION HIGH SCHOOL DISTRICT

# CALIFORNIA SCHOOLS

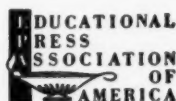
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THE COVER ILLUSTRATION demonstrates the current approach to design and construction of science classrooms. The science wing of the Escalon Union High School in San Joaquin County is a good example of how work space and laboratory equipment can be arranged around the perimeter of a room so that the central portion of it is available for general classroom use as well as for science groups. Peripheral connections for water, gas, electricity, and air, instead of the usual underground connections, make this possible. Harold J. Whitlock, district superintendent of schools and principal of the high school, assisted in the planning; Doyt Early, Edgar Parsons, and Paul Rivers of the Bureau of School Planning, State Department of Education, were the consultants; Koblik and Fisher were the architects.

## CALIFORNIA'S INVESTMENT IN EDUCATIONAL LEADERSHIP<sup>1</sup>

ROY E. SIMPSON, Superintendent of Public Instruction

Education at this stage of our experience could well take a few lessons from business and industry. You may have observed that in business and industry more efficient ways of adjusting to changing conditions have been found than in the field of education. I have no intention of being unnecessarily critical of those of us who are in education, but I am forced to admit that our adjustment to needed change is too slow.

Articles on education appearing in magazines and newspapers, and presentations about education on radio and television programs are not concerned with the kind or pattern of organization that governs the public schools, but are concerned greatly with the school product. It may be true that some people, both inside and outside the profession, are eager to promote issues for self-aggrandizement and political preferment. I'll discount attempts of this kind.

Because of my concern for all of us who are genuinely devoted to the education of the youth of California, I think we should take a good look at the basic criticisms of our schools. As educators we cannot continue to hide behind the statement that public schools are always up for criticism to a greater or lesser degree. The pressure is on us today to show results. If we have good programs and can produce achievement records as proof, we must let the public in on those records. Many administrators have such records. However, there are those who are so busy talking in terms of building shortages, of the need for more teachers, and of the need for more money, that they fail to look for answers to the questions that seem to be troubling many of our people.

California is generous in the financial support of her schools. I think she will continue to be generous. Few communities turn down requests for money needed to carry on their school programs. There is public confidence in our public school system. We want to keep that confidence. I give credit to all who have brought our school program to such a fine point of development.

You may ask, "Why this type of speech?"

I am presenting this talk to you in order that we may get down to cases and realize that too much time has been given to the operational phases of education and not enough to the heart of our school problems. I do not deny that these are trying days, but I do say we had better stay close to our schools and check on what they are producing.

<sup>1</sup> Address delivered at 1956 Annual Conference of the California Association of School Administrators, December 4, 1956, San Francisco, California.

One leading professor of school administration recently wrote that there has been too much emphasis placed on the 4 "B's"—bonds, buildings, budgets, and books. He stated that professional education for school administrators consists in more than learning the tricks of the trade, the technology of management. To the "how" must be added the "why." Why do we have schools? For what purpose? With what should we be concerned? Are we misplacing our emphasis? I know one thing—school administrators of systems producing good products have no need to take summer session courses devoted to handling public or community relations.

I don't need to tell you that when the public asks the question "Are the schools paying less attention to the teaching of science, mathematics, history, and foreign languages than they used to?", the answer always seems to be "YES." I am not saying "yes" is the correct answer, but I do know that some well qualified people believe that it is.

One of our most prolific critics made headlines last week with the statement that "We are less educated than 50 years ago! . . . more than half of the high schools in the United States offer no physics; roughly a quarter offer neither physics nor chemistry. And even geometry is missing in 23 per cent of our high schools."<sup>2</sup> This critic then goes on to say that the Pacific Coast (and I presume this would include California) was probably the most flagrant violator with respect to "irresponsible tampering with the basic curriculum."<sup>3</sup>

We need to provide such critics with facts—and I propose to provide a few from the state-wide picture. I think it would help us all if you would follow suit in your local community. For example, all our 268 California junior high schools offer algebra in the curriculum. All our 473 four-year high schools offer algebra, geometry, and trigonometry. Many of the 100 very small high schools may not be able to offer all of these subjects each semester because of enrollment and staffing problems, but they offer each of the subjects at least once during the student's four years in high school, giving each student the opportunity to take one or all of the subjects if he so chooses.

For some reason, however, statistics never seem to satisfy the critic! He always tells you that figures are meaningless or that they really don't mean what they purport to mean. This always puzzles me! We answer the critic with figures and he wants them converted to something less tangible. If we answer qualitatively he often accuses us of generalizing and demands quantitative data. At any rate, let us look at state-wide enrollments in mathematics and science. Approximately 77,000, or more than half of all ninth grade students (55.7 per cent) in California high schools are studying algebra. Forty-five per cent, or approximately

<sup>2</sup> "We Are Less Educated Than 50 Years Ago," by Arthur Bestor in *U. S. News and World Report* (November 30, 1956), 68.

<sup>3</sup> *Ibid.*, 74.



70,000 of the tenth grade students are taking plane geometry. Two-thirds of the tenth grade students, about 95,000, also study biology or life science. A quarter of the eleventh grade students, about 30,000, are enrolled in chemistry. Nearly one-sixth, or approximately 16,000 high school seniors are studying physics. In terms of the native endowments of the total number of high school students, those enrolled for mathematics and science are the most likely to succeed in such subjects.

The demand for scientists and engineers will increase. High school administrators and teachers need to redouble their efforts through testing, counseling and sound instruction to attract into these fields the largest possible number of promising students. And once the students are enrolled, we should make doubly sure that the instruction they receive is sound—that they are taught by teachers who know their subjects as well as knowing how to teach them. This may make it necessary for some of you to review your practice of selection and assignment with respect to holders of general secondary credentials. People who have only minors in mathematics or science are certainly not as well qualified to teach these subjects as are those with majors in them.

Our critics would have the public believe that we are confused as to our objectives. We use terms like "life adjustment," "social studies," and others which are completely misunderstood by many people, even by some of our patrons, yes—even by some of our colleagues. We talk about "exceptional" and "gifted" children without clearly identifying what we mean. We are accused of gearing our program to the average or below average child, causing more able children to be neglected.

I might even repeat a few of the statements that are being made regarding the steps Russia is taking to prepare engineers and scientists. In fact, these statements have merit in that they will spur us on to greater achievement. We won't, however, adopt any part of Russia's philosophy or employ any of her practices. We will continue in the future as we have in the past, to provide for our youth the education they need, to develop as well-rounded human beings.

The present attacks on education are not directed entirely at the administrator and teacher. The attacks are directed also at the professors and teachers in teacher education institutions, colleges and universities, and at their administrators. This same critic recently said: "A teacher should certainly be required to demonstrate his competence before being allowed to teach. The crux of the matter is how you define competence. . . . It seems . . . obvious that knowledge of his subject is the very first requirement. The certification requirements for public school teachers, however, pay very little attention to this. Instead the emphasis is on the courses in education that a prospective teacher has taken—courses not in the subject but in how to teach it."<sup>4</sup>

<sup>4</sup> *Ibid.*, 80.

It is evident that this particular critic has not taken the trouble to read the California requirements for teacher certification. The facts of the matter are that a person working for a general secondary credential in California needs only 22 semester hours of professional education, or about one-seventh of the approximately 154 units needed to complete work for the credential during a five-year period. The remaining number of units may be devoted to subject matter competence and at least 60 semester hours must be devoted to a program of general education which includes the fine arts, the humanities, physical science, social science, psychology, English, and mathematics. Such statistics, irrespective of how you might juggle them around, would, I think, serve to convince our severest critic that the tail is not wagging the dog. Competence in the subject which one is to teach has always been uppermost in the minds of those engaged in teacher education. All of the college and university graduates who are preparing for teacher education must complete a major in a subject field, and these major areas of study and their extent are determined not by the professional educator, but by members of the various liberal arts faculties.

However, everything is not "peaches and cream" in our teacher-training programs. Like everything else, teacher education is beset by many problems. Admitting them is one thing—doing something about them is another. For example, I have heard the following complaint over and over again: "All these education courses are the same. Repetition and overlapping. Methods courses in this—methods courses in that—methods courses in methods." We had better take a good look at our professional education program—and get rid of everything which is extraneous. With our teacher shortage and crowded college facilities, we cannot tolerate any waste of time, effort, or money.

All of you here know that I for one have felt every pressure of these attacks. I have, and do now claim that our California schools measure up with the best our country has to offer—yes, our elementary textbooks too, are standard or better.

What I want you to do as educational leaders is to get down to cases and study your own schools. Are your teachers competent and teaching in the subjects of their training? Are your courses strong and productive of challenge to the students? Do your teachers recognize that there are differences in individuals which should be developed? Do we carefully tell the parent and the child about the achievement that is being made in the school program? Do we have incentives that recognize good teaching and stimulate the best in our teachers? What can be done to give opportunity to the youngster who has capabilities that appear to be superior? Add your own questions to this list. I know these are not new problems, but they are recurring frequently today.

I know of your trouble in some districts where overcrowding exists. I know the difficulty you have in securing good teachers in a highly

competitive market. I know that business and industry are taking too many of our best potential teachers and paying them better wages. As an example, one of the state college presidents recently told me of employing two men from other parts of the country to teach on his engineering staff. Two weeks before school started, both men notified him that they would be unable to fulfill their contracts, since they had accepted lucrative offers in private industry. One of the men was employed by a firm which had the most to gain from the school program, and which had been advertising nation-wide for trained engineers. Obviously it is difficult to carry on an engineering program in any institution when the neophyte college graduate engineer earns more money than the college professor who trained him.

Can we continue to work under such handicaps and produce the desired results or must we go down with the charge that we cannot master our own problems? Here are a few of my thoughts in attempting to solve our problems.

1. Get off the defensive attitude.
2. Bring the critics into your meetings, tell them your problems, and expect them to help solve them.
3. Persuade the business and industrial leaders in your community to free those within their employ who can and will help your teachers and children to learn the need for science, mathematics, languages, and the other subjects.
4. Encourage industrially employed people to give time to your teacher-training programs. Today, industries are using up the "seed corn" for the product they are expecting the colleges and universities to produce.
5. Be willing to see our credential regulations changed so as to admit qualified persons employed in industry to work in the schools as I have suggested.
6. Meet with the people who expect so much from their schools and place some of the responsibility upon them for success in producing results of the kind they desire.
7. Think for yourself and put into action each of your constructive ideas.
8. Keep at your basic job and let the extraneous items that occupy so much time find their way into the waste basket.

At our last conference I spoke to you on the topic of "Our Investment in Children." Today, on the eve of our 1957 legislative session, I would like to discuss with you some educational policies and principles which I feel should be kept in mind as we approach this session of the Legislature.

Administrators generally devote more time to finance than to any other area of education, and it goes without saying that the key issue

for our Legislature will be financing our educational program. Since 1952 I have advocated requests to the Legislature for sufficient funds to provide for transportation, special education, and excess growth, in addition to the \$180 constitutional requirement. I am convinced that the only way that we can meet our current maintenance costs, which certainly include substantial salaries for teachers and administrators, will be to secure these additional funds. It is my understanding that one of our professional organizations is studying this problem and expects to present the major program to the Legislature. In all fairness to those involved in this study, I desire to say that the State Department of Education, as in the past, will counsel with any agencies interested in making legal changes, but it must, by its very position, reserve the right to agree or disagree with the proposals as presented.

A number of state-wide agencies are interested in adjusting the budget year so that school districts and all other political subdivisions will have an approved budget upon which to expend money prior to the fiscal year. The Department has introduced bills on this subject before and has met with a good deal of opposition. It is interesting to note that many of the agencies that were opposed to the proposal are now actively supporting it. I am sure you understand the fact that the Legislature always requests the reaction of the State Department of Education to all of these ideas which are presented.

Other financial items are school building aid, school district organization, child care centers, and the County Service Fund.

First, a word about school building aid and capital outlay programs. These figures should be of considerable interest to you. In 1952 there were 309 high school students on half-day sessions. In 1953 there were 8,070 students on half-day sessions. In 1954 there were 11,339 high school students on half-day sessions. And in 1955 there were 13,754 high school students on half-day sessions. How many classrooms would be needed to take care of these half-day session students? To take care of the 309 in 1952, we needed 6 classrooms. In 1953 the figure had jumped to 162 classrooms, in 1954 to 277 classrooms, and in 1955 to 375 classrooms. At the present time, the Bureau of School Planning has 33 applications from high schools for state aid to meet these needs.

Legislation will be proposed to make changes in the State School Building Aid Law to provide that districts will receive funds for building new buildings, based upon a fixed dollar value per unhouse pupil or per square foot of needed space, so that districts which receive funds will have an opportunity to enter into contracts and expend the money as if it were their own funds, subject, of course, to the necessary limitations and controls that must be exercised by state agencies. This will reduce materially the minutiae and troublesome controls now exercised very largely by the Department of Finance. It is believed that this will result in removal of delay in the construction of new buildings, will

eliminate as much annoying supervisory control as possible, and will place the open end of the financing of state-aided buildings upon the school district rather than upon the state. It is expected that this will cost no more money than the present method of distribution, and will, in fact, tend to encourage a better use of local funds than the present plan does.

The Department proposes to sponsor several bills to clarify and strengthen the existing school district organization law and procedures. Considerable work was done during the last regular session of the Legislature and relatively few major changes remain to be considered at this time. Strong effort is needed to encourage formation of unified districts, looking toward the time when unification should become mandatory. A number of years were required to present and finally have enacted the legislation making it mandatory for all elementary districts to join a high school district. It was not until the 1955 session of the Legislature that a bill that practically wipes out independent districts as far as high schools are concerned, could be passed and placed in operation. If such areas are not voluntarily placed in some high school organization by February 1, 1957, the State Board of Education has the authority to place them in a high school district. The result has been that in most instances the elementary districts have made their own determination as to how they wish to be organized in the high school organization. It is believed that the time has come when strong legislation should be developed looking toward similar action for the formation of all of the state school territory into unified districts.

Along with other agencies, the Department has very strongly and actively supported the formula of necessity for elementary and high school districts. The proposed legislation has been bitterly fought by a few legislators and areas, to the point where it has raised such a commotion in the Legislature that it has been impossible to get general support. The formula of necessity provides that small school districts which receive small school foundation programs considerably in excess of the amount that other districts receive per pupil, should receive these bonuses only if it is necessary to maintain these small districts in order to provide proper education for the children of the area. A district that maintains a school to perpetuate its own identity or for reasons of community pride or other reasons not based on educational justification, should be required to finance its own costs if it is unable to provide education accessible to all the children of the area.

It does not seem logical to have an area form a unified school district and thereby decrease its apportionment from state funds, to the benefit of those areas which do not see fit to reorganize their districts; and we, as school administrators, could well support the proposition that those areas which see fit to form unified districts should be the first to reap the financial benefits accruing therefrom.

The school administrators of California are in a position where they must exercise the leadership required to effect the sound organization of our school system, or have that leadership taken over by other groups within the state. It is doubtful that the people of the state will much longer condone the dragging of feet on the part of the educators with respect to this matter. It is my belief that the majority of our school people are in accord with this point of view. Certainly those members of your organization who have spent the greatest amount of time on this problem within the immediate past are convinced that this reorganization must proceed, and cannot be delayed, if the people of California are to receive maximum educational returns for the increased investment they are making in our public schools.

It is our belief that if the school administrators of the State of California can and will actively support the study and the promotion of the formation of unified districts, the program can proceed smoothly and without any major disturbances, even under the proposal made by your committee that a final completion date be fixed.

The record will show that during the recent session of the Legislature, the Department recommended and supported legislation which would have placed the child care centers on a permanent basis.

I would like to renew my support of the legislation which was passed during the last session. In accordance with that legislation, a definition of "co-ordination" has been worked out and will be presented for adoption in the near future. Our Department, in co-operation with the county superintendents of schools, is engaged in developing a formula to apply to County Service Fund budgets for the next fiscal year.

I am sure, and I know that you agree with me, that these developments represent significant progress in the administration area served by county superintendents of schools. As I have previously stated, the operation and program of the office of the county superintendent of schools in California pointed the way for the development of similar programs throughout the United States. Each of you should take much pride in this fact.

The State Department of Education supports the following statements as far as the junior colleges are concerned.

For many years, the junior college in California has been recognized and accepted as an important rung in the state's educational ladder. In its dual role, the junior college provided a step for many whose ambition reached into the professional fields, and for others, it provided an entree into technical and semiprofessional occupations.

We know how many young people in California are seeking higher education. We know how many we can accommodate in the state colleges and the University. And we know that right now the fit is uncomfortably tight. We also know that it will not be long before accommodations will be inadequate for all of our college and university students



in existing facilities or in those facilities that are expected to be built in the next few years.

It is going to be necessary for the junior college to assume more of the burden for lower division education of college and university bound students. Thus far in its history the junior college has fulfilled this role with distinction, but now it must prepare to take responsibility for many more thousands of pupils than it has hitherto. We now have the phenomenon of a local school district taking on the expanded responsibilities of what has been accepted generally as a particular state function. This already has begun to revise our concept of the junior college as being a local or limited institution in the narrower sense of that term. I believe that it is essential that the junior college remain a local institution responsive to the community it serves, with state financial assistance as at present. But when the junior college is called upon to perform a state function, then the state should provide capital outlay aid for all junior college districts that are qualified.

As junior colleges assume more responsibility for transfer education and meet the demand for terminal education in communities and areas beyond district boundaries, as many actually are doing today, it will become desirable and necessary that every high school district be a part of a junior college district in order that local sources of wealth can be made available for support of the junior colleges.

The State Department of Education is considering the drafting of legislation to provide for state subsidy for capital outlay to newly formed junior college districts, or for expansion of existing junior college districts which meet acceptable criteria as strong regional colleges. Assistance given to junior college districts will relieve the burden of local costs incurred by the establishment of badly needed higher education facilities, and will in many instances reduce the tendency to expand the state college program into a very extensive one similar to that which is maintained by 65 junior colleges at the present time. While this legislation has not been developed as yet, it is expected that it will be. On some matching basis, the district participating in assisting newly established or expanding junior colleges in constructing capital outlay facilities will leave the full management and control of the financing of current expenses in the hands of the local district as it is now.

Interest in higher education in California is at a peak not previously experienced in the state and the need for expansion of facilities is so evident that some groups have expressed concern over the conflict between the functions of the junior colleges, the state colleges and the University. We see no conflict between these institutions. Each serves its particular function, which has been clearly defined and well accepted. There is need for co-ordination and this has been achieved through the work of the Liaison Committee of the Regents of the University of California and the State Board of Education.

At the November meeting, the State Board of Education approved a statement of principles relating to the expansion of facilities for higher education in California. These principles are:

The Department of Education, in recognizing the growing importance of junior college education, has appointed, recently, a consultant in junior college education and has requested in the budget that there be a Bureau of Junior College Education as part of its organization.

We believe that junior college districts must have capital outlay assistance from the State in order to encourage their establishment and to relieve the local property taxpayer of part of his burden.

We know that in both its transfer function and terminal training function, the junior college has proven itself to be an essential part of the system of public instruction and a fundamental in the tri-partite system of higher education.

As you well know, the 1955 State Legislature gave some consideration to matters of higher education. Bills were introduced to establish new institutions and from this activity the Legislature referred to its Assembly and Senate Education Committees, to the Department of Education, and to the Board of Regents of the University of California, responsibilities for area studies on the need for new junior colleges, state colleges, and university campuses. It was my judgment, as Director of Education, that there was need for the immediate development of a comprehensive plan for the orderly expansion, over a period of years, of our facilities for higher education. The State Board of Education concurred with this recommendation, and as a result the Board now has before it a detailed report which sets forth certain basic policies and principles which should guide the Legislature, the State Board of Education, the Board of Regents, and local school districts in the establishment of new institutions. In addition, the report includes a priority list for junior colleges, state colleges, and University of California campuses, based upon area student population projections. The full report is now in the hands of the State Board of Education and the Board of Regents of the University of California. In following their action I will submit final recommendations to the 1957 Legislature.

In mid-September, at my invitation, representatives of the 20 independent colleges and universities in Los Angeles County discussed with me the place of our private institutions in the hierarchy of higher education, and the relationships which might and should exist between public and private institutions.

Finally, as a member of the Board of Regents of the University of California, I have been privileged to serve as a member of the Committee on Educational Policy of the Regents and to participate in all actions of the Regents relating to University organization, administration, and expansion.

Last November, the people of California gave a clear mandate that public education is a deserving state activity, through approval of Propositions No. 2 and No. 3. The \$100,000,000 for loans to local school districts is not sufficient to do the job adequately, but the overwhelming

vote for and support of the propositions is a clear indication of how the people feel.

For the first time, also, the Legislature asked the people to consider the bonding approach in order that our state colleges and the University might be able to construct those facilities which are so badly needed. Again, the overwhelming endorsement of funds for higher education and for the needs of our other state institutions is indicative of the fine interest and appreciation which the people of the state have for our services.

As educators, all of us should respect this note of approval and be guided to carry on in the highest professional manner as we continue to hold the public trust.

We have talked often about the teacher shortage. We have made material progress in an organized approach to teacher recruitment through the appointment of a Co-ordinator of Teacher Recruitment in the Division of State Colleges and Teacher Education. During the past year, teacher recruitment clinics were held, up and down the state in co-operation with the California Congress of Parents and Teachers and the California Teachers Association. The workshop in teacher education was held last summer at the University of California, Santa Barbara. The California Council on Teacher Education has continued to emphasize, in its dynamic program, specific problems in this significant field.

One of the most important developments of the past year has been the work on revision of the credential structure in California done by a committee under the chairmanship of Lucien B. Kinney<sup>6</sup> of the School of Education, Stanford University. The committee has worked more than two years and has consulted with many teachers, school administrators, college and university people, and interested laymen, with the idea of making firm recommendations which would lead to the improvement of many of our current practices in teacher education and certification. I am advised that the final report of this committee will be submitted to my office by June 30, 1957. I hope that I shall be able to report to you on the specific recommendation of that committee at your conference a year from now.

The 1956 Legislature approved the development of two pilot off-campus centers for the training of elementary school teachers, one at Santa Rosa under the direction of San Francisco State College, and the

<sup>6</sup> Professor of Education, Stanford University, Stanford, California. Other members of the committee include: Irwin Addicott, Dean of Administration, Fresno State College; the Rt. Rev. Msgr. James N. Brown, Superintendent of Schools, Archdiocese of San Francisco; Clarence Fielstra, Assistant Dean, School of Education, University of California, Los Angeles; Charles Hamilton Secretary of the Commission on Teacher Education, California Teachers Association, San Francisco; Leslie W. Hedge, Principal, Bakersfield High School; George E. Hogan, Deputy Superintendent, State Department of Education, Sacramento; Ellis A. Jarvis, Assistant Superintendent Los Angeles Public Schools; L. L. Jones, Superintendent, Watsonville Public Schools; Carl Lundberg, Principal, Ashland Elementary School, San Lorenzo; Mrs. M. D. MacMillan, California Congress of Parents and Teachers, Sacramento; D. Russell Parks, Superintendent, Fullerton Elementary Schools; James C. Stone, Director of Teacher Education, University of California, Berkeley; and Mrs. Lois Williams, Montebello Public Schools.

second in Bakersfield under the direction of Fresno State College. These off-campus centers will provide, for a two-year trial period, a full upper-division training program for the general elementary credential. This project will be carefully evaluated and we hope to learn how to improve our field programs, and perhaps other residence programs, so that the people in outlying communities may be able to complete requirements for the elementary credential without having to leave their homes.

Equally acute, of course, is the problem of obtaining a sufficient supply of teachers for our institutions of higher learning. Our state colleges, last year, employed more than 500 new full-time teachers and 500 part-time teachers. Analysis of enrollments in colleges and universities, both in California and throughout the nation shows that the supply of doctoral candidates falls far short of meeting our teaching requirements, and that a large per cent of those receiving doctors' degrees now enter industry and business. It is imperative, therefore, that we do everything in our power to encourage bright young people in our California schools to choose teaching as a profession. Likewise, we must impress upon the public the need for adequate salaries, and for conditions which will attract and hold qualified teachers in college teaching positions. Certainly, the state of higher education in California rests as much upon the type of people who work with our students, as upon any other single factor.

You will be interested, I am sure, in knowing that the possibility of using television in both college teaching and in teacher education is being carefully explored, with the interest and approval of our State Board of Education. San Francisco State College this year is conducting an experiment in teaching two general education courses to superior high school seniors and lower division college students over KQED, through a grant from the Fund for Advancement of Education. You will be advised, as this experiment progresses, as to its features and its findings. In addition, there has been considerable interest expressed in the use of television in teacher education, and I am pleased to report to you that the California Council on Teacher Education has a committee working in that field and some progress has been reported in several of our institutions.

We also have seven experimental projects under way, in which direct classroom experience parallels the study of formal professional courses, particularly in training liberal arts graduates on an internship basis. I should like to recognize particularly the projects which are being developed with foundation grants at the College of the Pacific, Stockton; the Claremont Graduate School; San Diego State College; the University of Southern California; San Francisco State College; the University of California, Berkeley; and Stanford University.

From time to time, proposals have been made that the state colleges be separated from the State Board of Education and that they be placed

under a separate state college board. This action would be most undesirable in my judgment, since this, in effect, would confuse state government further, by providing a third state level board in education, and be in direct competition with the State Board of Education and the Board of Regents of the University of California. Our State Board of Education has, on every occasion, given all the time that is necessary to study state college matters, and for the past year and a half has been meeting bimonthly in order that state college business might be transacted on a current basis. Our Board meetings are held on the various state college campuses, and during the past two years every college has been visited. More important, the members of the State Board of Education have been able to consider state college programs and needs and responsibilities in relationship to the work of the elementary schools, high schools, and junior colleges. This common interest is most wholesome and, I am certain, has given great strength to the state colleges as they have rapidly developed in recent years.

I would like to touch upon a topic which I am sure concerns you as much as it does me. I am referring to the manner of selecting the Superintendent of Public Instruction. Since 1843 the subject of election as against appointment has been discussed, pro and con.

Our recent experience with the Assembly Interim Committee Investigation of Textbooks leads me to point out the fact that the responsibility that the elected Superintendent of Public Instruction has to the people, placed me in a position where I could fearlessly attack the proposals.

I am fully aware of the action of this association at their previous conference insofar as this issue of selecting the Superintendent of Public Instruction is concerned. I can but repeat today some of the same statements which I made to you a year ago last October—my position has not changed.

Certain individuals and groups are advocating the appointment not only of a State Superintendent of Public Instruction, but coincidental with this, the appointment by the Governor of a State Board of Education. This would, in effect, not provide more local autonomy, but more rather than less centralization, since the Superintendent of Public Instruction would no longer be responsive to the wishes of the people but to a Board of Education appointed by the Governor.

The elected official is certainly well aware of the extent of public interest every four years. He is not responsive to the ultimate source of authority through intermediate agencies. Such agencies cannot adequately represent all of the interest of the public.

Another most important point is the very probable loss in relative importance, status, and effectiveness if the State Superintendent no longer enjoys the distinction of being a constitutional officer. At the present time, the State Superintendent of Public Instruction, a non-partisan office, is on an equal political basis with the other constitutional

officers—the Governor, the Lieutenant Governor, the Controller, the Secretary of State, the Treasurer, and the Attorney General. He is so recognized in the government structure, in the authority, in the recognition and deference afforded this office. Appointive offices in the state government are not afforded this same recognition and political status.

The Superintendent of Public Instruction represents the population in its desires for the education of its children. This responsibility encompasses the public good in its largest sense. He is not the representative of a profession, but rather a representative of all of the people. The Department's office personnel are subject to civil service, not amenable to changes in the political climate. The people of California, lay boards of education, and professional educators have had and have access to the office of the Superintendent of Public Instruction at all times. Only last week I was privileged to reiterate my responsibility with respect to the people of California. These are the words I used in doing so.

I have exercised my responsibility as an elective official and expect to continue to exercise that responsibility in disseminating factual information regarding educational practices and issues that may be presented by any person or groups of persons to the public of California. The office of the Superintendent of Public Instruction, like all other public offices, is always open for any proper inquiry.

Recently I directed a letter to city, county, and district superintendents of schools inviting their co-operation in an important curriculum study. This study is expected to improve a major area of public school instruction. As you know, the social studies contribute perhaps most directly of all curriculum areas to fulfillment of the basic purposes of public education. Each one of us as educators is interested in establishing the best possible social studies program to help the children and youth prepare to meet their citizenship responsibilities in our American democratic society. This current study is expected to result in an improved basic framework statement for the social studies program.

I am pleased with your response to date to my recent request to identify people in local school districts who will participate in this curriculum study. It is necessary for local school districts to be aware of current developments in social studies in order to understand the basis for selecting materials and other resources to be utilized in the state at a later date. Maximum acceptance and understanding of carefully selected materials are likely to be proportionate to the utilization of this opportunity to identify and study the factors involved in a modern program of social studies.

To make it possible for local school districts to have an effective part in shaping outcomes from this current curriculum study, twenty-one colleges and universities accredited for teacher education in California are co-operating with the State Central Committee which I appointed some time ago. They are working together to establish 18 workshop centers in special studies for the summer of 1957. This number of work-



shop centers in several locations in California will make it less costly for schools districts to become identified with this study and contribute to its progress. I have suggested that in each school district steps be taken to insure adequate representation, kindergarten through junior college, in one or more of the workshop centers. The expenses involved in having a suggested minimum number of people participate in the study may call for an investment by the district. The returns will be manifold in the form of an improved social studies program and in better utilization of materials prepared for the social studies.

May I again urge you as superintendents of schools to plan steps now to insure adequate and proper representation in the workshops planned for the summer of 1957. Your participation will help to guarantee that the evolving design for social studies will represent the best thinking of people from all units and all levels of public education in California.

Let me call your attention to one final matter before I close. I would like to touch briefly upon the status and dignity of our profession. In an article<sup>6</sup> appearing in the *Atlantic Monthly*, Oscar Handlin, Professor of History at Harvard University, made the following statement:

Americans have fixed the schoolmaster in a lowly status because he has fallen markedly in their estimation in the last fifty years. The lawyer, the newspaperman, and the doctor are active and powerful. *Mr. District Attorney*, editor *Steve Wilson* of *Big Town* and *Medic* get things done. But who can respect *Our Miss Brooks*, a female eager to be married, but unsuccessful and therefore condemned to remain in the classroom; or her male counterpart, the ineffectual, bumbling *Mr. Peepers*? Such people, incapable of the real work of the world, deserve no more than amused tolerance. "He who can, does, he who cannot, teaches," goes the old saw; and the nickname "the Professor" is used with comic disparagement. The caricature is certainly out of place in a society the welfare and security of which depend upon its laboratories and its libraries. It is the product of crass materialism, but it is nonetheless widely held; and it determines American attitudes toward the profession.

This is a sad commentary regarding a profession whose function is basic to our American way of living. But somehow, I have faith in our product. I am confident that if we are performing our major duties as school administrators, the value of the job we are doing will be recognized and recognition will be given to those who are doing it.

In this talk I have endeavored to be helpful. If I have caused any of you to become discouraged, you needed to be discouraged. If I have caused any of you to start planning ways you can do a better job than you are now doing, I am pleased. I shall continue to fight the battles that must be won to give California's youth the educational opportunities to which they are entitled. I have great faith in the people of California who placed me in office. I shall do all within my power to retain their confidence and will at all times discharge my duties purposefully, sincerely, and forcefully.

<sup>6</sup> "The Crisis in Teaching," by Oscar Handlin in the *Atlantic Monthly* (September, 1956), 35.

## AN INTERIM REPORT BY THE COMMITTEE ON REVISION OF THE CREDENTIAL STRUCTURE IN CALIFORNIA

JAMES C. STONE, *Secretary to the Committee*

In September, 1956, the Committee on Revision of the Credential Structure in California, which was appointed jointly on December 7, 1954, by the State Department of Education and the California Council on Teacher Education, presented its second progress report to Roy E. Simpson, Superintendent of Public Instruction and to L. L. Jones, President of the Council.

This second report contains the preliminary recommendations made by the Committee and a supplementary study prepared for the Committee.

The preliminary recommendations made by the Committee follow:

1. That applications to the State Department of Education for credentials be accepted only from candidates who have completed the established credential program in an institution accredited by one of the six regional accrediting associations; for applicants with less than one year of professional experience, a statement from the head of the program of teacher education, verifying the applicants' personal and professional qualifications for teaching, be required; for applicants with one or more years of teaching experience a statement from the administration in the school system of most recent employment, verifying personal and professional qualifications for teaching, be required in addition to the statement from the preparing institution; and in each instance the statement from the preparing institution should contain a record of the applicant's achievement as determined by one or more specified tests in the fundamental subjects, as required by provisions of the Administrative Code.
2. That all California institutions where the applicant took the major portion of his work submit a formal or informal recommendation, upon request, for any student taking courses for credit who meets established state requirements for a credential for which the institution is authorized to recommend provided the applicant's personal and physical fitness is good, and the recommendation be accompanied by a record of the applicant's achievement as determined by one or more specified tests in the fundamental subjects, as required by provisions of the Administrative Code.

3. That regulation forms for reporting applicant's personal and physical fitness and on which the established standards of fitness are clearly outlined be developed and adopted for official use. The following studies were made for the Committee by Ellis Archer, Research Assistant to the Committee:
  1. The Analysis of Studies by Institutions and Organizations (Concerning the Certification Structure in California)
  2. Reports of Certification Practices and Revisions in Other States
  3. A Historical Survey of Certification Practices in Education and in Other Professions

The Research Assistant also formulated a proposed credential structure for California and presented it to the Committee for consideration.

The first progress report of the Committee was issued in November of 1955 and was a Statement of Committee Policy as it had been established at that time. In this report it was stated that the members of the Committee agreed that the detailed credential requirements should be defined only after the assumptions and purposes of the certification program are agreed upon and a framework incorporating the desired characteristics has been established. Whether this policy proves to be practical depends on the replies finally formulated to the following questions:

What purposes should certification serve?

What positions should be covered in the certification system?

How should certification requirements be stated?

By whom should certification standards be defined?

Approximately 80 selected organizations and institutions with special interest in teacher education studied these questions and each of them formulated answers which seemed to be most acceptable. The answers were then studied by the Committee on Revision of the Credential Structure in California. In making its study the Committee found wide divergence in the answers submitted by the groups to each of the questions. Therefore, it grouped the answers that were similar, and has now submitted the answers thus compiled to each of the selected groups for study. The Committee hopes that through this study the groups will formulate answers to the questions that indicate greater unanimity of opinion among the groups than was evidenced by the answers first reported.

## SPECIAL PURPOSE APPORTIONMENT OF THE STATE SCHOOL FUND, 1956-57

RAY H. JOHNSON, *Chief,*  
*Bureau of School Apportionments and Reports*

The Special Purpose Apportionment of the State School Fund for the fiscal year 1956-57 was certified by the Superintendent of Public Instruction to the State Controller, State Treasurer, State Department of Finance, county auditors, county treasurers, and county superintendents of schools on December 10, 1956, in the amount of \$19,129,387. This Special Purpose Apportionment included allowances for excess expense for the education of physically handicapped and mentally retarded minors, for transportation of pupils, and for the excess expense for automobile driver training. It also included apportionments previously withheld from small elementary schools, which were released because additional teachers were employed.

An analysis of the Special Purpose Apportionment, including comparative amounts for the preceding fiscal year, is shown in the following table.

TABLE 1

	<i>Amount of special purpose apportionment</i>		<i>Per cent of increase</i>
	<i>1955-56</i>	<i>1956-57</i>	
Excess expense reimbursement			
Physically handicapped.....	\$4,798,474	\$5,017,132	4.6
Mentally retarded.....	2,363,594	2,657,285	12.4
Severely mentally retarded.....	324,451	412,613	27.2
Reimbursement for transportation			
Certain physically handicapped and mentally retarded minors.....	1,144,967	1,307,639	14.2
All other pupils.....	7,601,076	8,119,034	6.8
Excess expense reimbursement for pupils instructed in driver training.....	1,116,773	1,542,485	38.1
Amounts withheld from the Principal Apportionment and released in the Special Purpose Apportionment for additional teachers employed by small elementary schools.....	73,425	73,199	-0.3
Total.....	\$17,422,760	\$19,129,387	9.8

Sections of the Education Code specify in considerable detail the amounts which may be apportioned for the purposes included in the Special Purpose Apportionment. Education Code Section 5154, in subsections (c), (d), (e), (f), and (g), sets limits on amounts to be apportioned for excess expense of educating handicapped pupils in the several categories and for transportation of pupils. Education Code Section 5154.5, subsection (a), provides for an amount necessary to reimburse school districts for 75 per cent of the excess cost of instructing pupils in the operation of motor vehicles, not to exceed \$30 per pupil trained. Education Code Section 7121.2 sets forth the provisions for releasing amounts previously withheld from small elementary schools, if the required number of teachers were employed by November 10, 1956.

Average daily attendance is an important factor used in computing allowances for the physically handicapped and mentally retarded pupils. Allowances for the excess expense of educating mentally retarded minors cannot exceed \$150 per unit of a.d.a. of such minors. An additional amount not in excess of \$400 may be allowed for the excess expense for each unit of average daily attendance of blind pupils when a reader has actually been provided to assist in the education of such pupils.<sup>1</sup> The allowances for the physically handicapped and severely mentally retarded minors cannot exceed \$400 per unit of a.d.a. of such minors. The allowances for the excess expense of transporting physically handicapped and severely mentally retarded minors to and from special day classes cannot exceed \$350 per unit of a.d.a. of such minors. A comparison of the state total of a.d.a. for the fiscal years 1954-55 and 1955-56 credited to school districts and the County School Service Fund is shown in Table 2, page 62.

The number of pupils trained is a factor used in computing the allowances for the excess expense for pupils instructed in automobile driver training. The number of pupils trained increased from 40,784 in 1954-55 to 54,180 in 1955-56, an increase of 32.8 per cent. During the fiscal year 1956-57, approximately 60 per cent of the districts received the maximum allowance of \$30 per pupil trained. The remaining 40 per cent of the districts received allowances equal to 75 per cent of the total current expense reported. A comparison of the allowances computed on these bases for the fiscal years 1955-56 and 1956-57 and the number of districts reporting such excess expense during the preceding fiscal years 1954-55 and 1955-56, respectively, is shown in Table 3, page 62.

The amount allowed as state aid for transportation of pupils is based upon the current expenses of transportation for the preceding fiscal year of pupils between their homes and the regular, full-time day schools. The partial reimbursements to districts were based upon approved ex-

<sup>1</sup> The amount of \$5,017,132 shown as excess reimbursement for the physically handicapped in the preceding table includes \$657 allowed for the expense of readers for the blind.

penses of \$17,942,420.96 for the fiscal year 1955-56 and approved expenses of \$14,825,547 for 1954-55, subject to the provisions of Education Code Sections 7012-7019.

TABLE 2

Grade level	Average daily attendance					
	Physically handicapped minors			Mentally retarded minors		
	1954-55	1955-56	Per cent of increase	1954-55	1955-56	Per cent of increase
<i>Elementary schools</i>						
Junior high grades 7-8.....	1,225	1,362	11.2	1,757	2,159	22.9
Other elementary.....	7,983	8,145	2.0	11,890	13,025	9.5
County School Service Fund..	529	555	4.9	2,398	2,590	8.0
Total elementary schools....	9,737	10,062	3.3	16,045	17,774	10.8
<i>High Schools</i>						
High Schools.....	2,618	2,815	7.5	2,330	2,703	16.0
County School Service Fund..	45	50	11.1	--	--	--
Total high schools.....	2,663	2,865	7.6	2,330	2,703	16.0
<i>Junior colleges</i>	4	1	-75.0	--	--	--
Grand total.....	12,404	12,928	4.2	*18,375	**20,477	11.4

\* Includes 901 units of a.d.a. for severely mentally retarded minors.

\*\* Includes 1,094 units of average daily attendance for severely mentally retarded minors.

TABLE 3

	Number of districts			Amount allowed		
	1954-55	1955-56	Per cent of increase	1955-56	1956-57	Per cent of increase
75 per cent of total current expense.....	84	87	3.6	\$419,243	\$529,855	26.4
\$30 x number of pupils trained.....	101	128	26.7	697,530	1,012,630	45.2
Total.....	185	215	16.2	\$1,116,773	\$1,542,485	38.1



A comparative analysis of the amounts available for transportation aid and the amounts that were actually allowed for the fiscal years 1955-56 and 1956-57 is shown as follows:

TABLE 4

	1955-56	1956-57	Per cent of increase
Amount available for reimbursement.....	\$7,619,533	\$8,166,970	7.2
Transportation allowance claimed by districts prior to increase in lower tax rate.....	9,035,576	9,872,462	9.3
Reimbursement to districts.....	7,601,076	8,119,034	6.8

The State School Fund for this fiscal year amounts to \$460,995,369. This represents \$180 for each of the 2,552,178 units of average daily attendance in the public schools last year, an amount of \$459,392,040 to which is added the approved excess expense of the automobile driver training program, amounting to \$1,542,485, and an amount of \$60,844 representing the amounts that the excesses withheld, exceeded the deficiencies added, because of corrections in the apportionments for prior fiscal years.

The Principal Apportionment of the State School Fund<sup>2</sup> for the fiscal year 1956-57 was made in the amount of \$404,423,854 on September 24, 1956.

After deducting the Principal Apportionment and the Special Purpose Apportionment from the total of the State School Fund, there remains an amount of \$37,442,128 to be apportioned during this fiscal year. The scheduled apportionments are as follows:

A. First Period Apportionment for Growth, scheduled for February 20, 1957

A maximum of \$12,250,454 may be apportioned at that time.

B. Second Period Apportionment for Growth, scheduled for June 25, 1957

An amount of \$18,375,682 is reserved by law for the Second Period Apportionment for Growth, if needed; and this amount may be augmented by any portion of the amount reserved, but not actually needed, for the First Period Apportionment for Growth.

C. Apportionments for the Reimbursement of County School Service Funds

Apportionments will be made as needed during the fiscal year for the reimbursement of county school service funds, based upon claims filed by county superintendents of schools not later than June 10, 1957, for approved emergency

<sup>2</sup> Reported in *California Schools*, XXVII (December, 1956), 437-443.

purposes, when and to the extent such emergencies have materialized, in a total amount of not more than \$500,000.

D. Final Apportionment, scheduled for June 25, 1957

The provisions of law require that any unused remainders of any amounts reserved by law for previous apportionments but not needed for actual allowances shall be apportioned as a Final Apportionment; and that these remainders be applied in the following order to restore amounts which may have been reduced.

Equalization aid (Principal Apportionment)

Allowances for growth (First Period Growth)

Allowances for growth (Second Period Growth)

Transportation aid (Special Purpose Apportionment)

Transportation aid for certain physically handicapped and severely mentally retarded minors (Special Purpose Apportionment)

Allowances for excess expense of physically handicapped minors (Special Purpose Apportionment)

Allowances for excess expense of mentally retarded minors (Special Purpose Apportionment)

Allowances for excess expense of severely mentally retarded minors (Special Purpose Apportionment)

Thereafter, any remaining balance shall be allowed as additional equalization aid to the school districts that were allowed state equalization aid in the Principal Apportionment.

*Note:* The sum of the unused remainders to date, not including amounts reserved by law in items A, B, and C, is \$6,315,992.

## ENROLLMENT IN CALIFORNIA PUBLIC SCHOOLS, OCTOBER 31, 1956

Prepared in the BUREAU OF EDUCATION RESEARCH by  
Henry W. Magnuson, *Chief*, and Peter J. Tashnovian, *Consultant*

This semiannual compilation of data on active enrollment in the public schools of California as of October 31, 1956, has been prepared from reports of officials of the school districts.

In Table 1 totals are shown for the state, by sex, for each grade and special classification; in Tables 2 and 4, a comparison is made with similar data for October 31, 1955; and in Tables 3 and 5 the figures on enrollment are presented according to grade level, by sex, and by county. In Table 6 the enrollment of pupils on half-day sessions is shown by grade and by county.

Enrollment in regular grades only, from kindergarten through grade fourteen, as shown in Tables 2 and 4, increased 195,868, or 7.8 per cent over the enrollment reported a year earlier. Comparable figures for October 31, 1955, showed an increase of 175,322, or 7.5 per cent over those reported on October 31, 1954.

Total enrollment in all regular grades and all special classes was 3,131,532, an increase of 226,751, or 7.8 per cent over the total for October 31, 1955. This increase may be compared to that of 184,770, or 6.8 per cent, on October 31, 1955, over the figures reported on October 31, 1954.

This year's total increase in enrollment for all the grades and special classes shown in Table 2 was somewhat higher than anticipated. This unexpected increase may be attributed to an upward swing of migration into California. Also, the high school enrollment (grade nine) is now showing the effect of the wave of enrollment which hit the elementary schools (grade one) in 1948. The trend to larger junior college enrollment continued, substantial increases in the number of students in both grades thirteen and fourteen again being reported.

The increase in graded enrollment in kindergarten and elementary grades between October 31, 1955, and October 31, 1956, was 6.8 per cent as compared with an increase of 7.2 per cent during the previous year. Enrollment in grades nine through twelve had a much larger rate of increase this year, 10.1 per cent, than that of October 31, 1955, which was 7.5 per cent. Graded enrollment in junior college increased 15.2 per cent between 1955 and 1956, as compared with the increase of 15.3 per cent reported in October 31, 1955.

Junior college enrollment is reported as full-time or part-time. Students enrolled in programs yielding 12 or more credit hours are considered full-time students.

Enrollment in grades seven, eight, and nine in junior high schools is reported separately from that in elementary schools and four-year high schools, in order that the total enrollment in junior high schools may be readily computed.

Table 6 containing data regarding the enrollment of pupils on half-day sessions is being presented for the first time. As of October 31, 1956, there were 161,559 elementary and 18,930 high school pupils, or a total of 180,489 pupils on half-day sessions.

**TABLE 1**  
**SUMMARY OF ACTIVE ENROLLMENT IN CALIFORNIA PUBLIC SCHOOLS**  
**OCTOBER 31, 1956**

Grade or class	Male	Female	Total
<b>GRADED ENROLLMENT</b>			
Kindergarten.....	128,371	122,924	251,295
Grade one.....	134,066	125,835	259,491
Grade two.....	129,977	122,221	252,198
Grade three.....	125,135	119,294	244,429
Grade four.....	117,141	110,773	227,914
Grade five.....	110,906	108,635	219,541
Grade six.....	95,403	91,182	186,585
Grade seven in elementary schools.....	45,367	42,872	88,239
Grade seven in junior high schools.....	52,090	49,837	101,927
Grade eight in elementary schools.....	44,865	42,266	87,131
Grade eight in junior high schools.....	51,787	49,549	101,336
<i>Total enrollment, kindergarten through grade eight.....</i>	<i>1,055,708</i>	<i>985,378</i>	<i>2,021,086</i>
Grade nine in junior high schools.....	45,927	45,814	91,741
Grade nine in four-year high schools.....	45,918	43,985	89,903
Grade ten.....	80,110	76,111	156,221
Grade eleven.....	65,940	63,186	129,126
Grade twelve.....	63,332	52,498	105,830
<i>Total enrollment, grades nine through twelve.....</i>	<i>291,227</i>	<i>281,594</i>	<i>572,821</i>
Grade thirteen			
Full-time.....	32,381	14,818	47,199
Part-time.....	14,620	8,917	23,537
Grade fourteen			
Full-time.....	18,364	6,408	24,772
Part-time.....	5,804	3,010	8,814
<i>Total enrollment, grades thirteen and fourteen.....</i>	<i>71,169</i>	<i>33,153</i>	<i>104,322</i>
<i>Total enrollment, kindergarten and grades one through fourteen.....</i>	<i>1,598,104</i>	<i>1,300,125</i>	<i>2,898,229</i>
<b>ENROLLMENT IN SPECIAL CLASSES AND IN CLASSES FOR ADULTS</b>			
Ungraded pupils in elementary schools.....	662	263	925
Postgraduate pupils in elementary schools.....	8	2	10
Pupils in special day and evening classes in elementary schools.....	23	8	31
Special classes for physically handicapped minors:			
Elementary schools.....	3,468	2,850	6,127
Grades seven and eight in junior high schools.....	212	189	401
High school level.....	627	690	1,217
Junior college level.....			
Special classes for mentally retarded minors:			
Elementary schools.....	10,438	6,831	17,269
Grades seven and eight in junior high schools.....	1,710	1,236	2,946
High school level.....	2,561	1,880	4,141
Pupils in compulsory continuation classes.....	3,324	1,626	4,950
Special pupils:			
High school level.....	1,803	812	2,615
Junior college level.....			
Full-time.....	1,335	776	2,111
Part-time.....	4,997	3,493	8,490
Classes for adults:			
High school level.....	92,152	104,132	256,284
Junior college level.....	71,159	54,627	125,786
<i>Summary of enrollment in special classes and in classes for adults:</i>			
Elementary school level.....	<i>16,531</i>	<i>11,133</i>	<i>27,709</i>
High school level.....	<i>100,367</i>	<i>168,340</i>	<i>269,807</i>
Junior college level.....	<i>77,491</i>	<i>58,898</i>	<i>136,387</i>
<i>Total enrollment in special classes and in classes for adults.....</i>	<i>194,379</i>	<i>238,971</i>	<i>433,350</i>
<b>GRAND TOTAL, GRADED ENROLLMENT AND ENROLLMENT IN SPECIAL CLASSES.....</b>	<b>1,592,483</b>	<b>1,539,049</b>	<b>3,131,532</b>
Enrollment on half-day sessions:			
Grades one through eight.....			161,559
Grades 9 through 12.....			18,980

**TABLE 2**  
**COMPARISON OF GRADED AND SPECIAL CLASS ENROLLMENTS FOR**  
**OCTOBER 31, 1955 AND OCTOBER 31, 1956**

Grade or class	October 31, 1955	October 31, 1956	Increase or decrease between October 1955 and October 1956	
			Number	Per cent
Kindergarten.....	232,474	251,295	18,821	8.1
Grade one.....	264,034	260,491	6,457	2.5
Grade two.....	240,337	252,198	11,861	4.9
Grade three.....	222,847	244,429	21,582	9.7
Grade four.....	215,606	227,914	12,308	5.7
Grade five.....	183,069	219,541	36,472	19.9
Grade six.....	182,755	186,585	3,830	2.1
Grade seven.....	184,463	190,166	5,703	3.1
Grade eight.....	176,077	188,467	12,390	7.0
<i>Total enrollment, kindergarten through grade eight.....</i>	<i>1,891,868</i>	<i>2,021,086</i>	<i>129,218</i>	<i>6.8</i>
Grade nine.....	156,822	181,644	24,822	15.8
Grade ten.....	143,232	156,221	12,989	9.1
Grade eleven.....	121,871	129,126	7,255	6.0
Grade twelve.....	98,247	106,830	7,583	7.7
<i>Total enrollment, grades nine through twelve.....</i>	<i>580,172</i>	<i>678,821</i>	<i>98,649</i>	<i>10.1</i>
Grade thirteen.....	(62,206)	(70,736)	(8,530)	13.7
Full-time.....	46,048	47,199	1,151	2.5
Part-time.....	16,158	23,537	7,379	45.7
Grade fourteen.....	(28,321)	(33,586)	(5,265)	18.6
Full-time.....	22,849	24,772	1,923	8.4
Part-time.....	5,472	8,814	3,342	61.1
<i>Total enrollment, grades thirteen and fourteen.....</i>	<i>90,527</i>	<i>104,322</i>	<i>13,795</i>	<i>15.2</i>
<i>Total enrollment, kindergarten through fourteen.....</i>	<i>2,508,361</i>	<i>2,698,229</i>	<i>189,868</i>	<i>7.5</i>
Special enrollment classifications in elementary schools:				
Ungraded pupils in elementary schools.....	920	925	—4	— .4
Post graduate pupils in elementary schools.....	1	10	9	
Pupils in special day and evening classes in elementary schools.....	32	31	—1	—3.1
<i>Total, special enrollment classifications in elementary schools.....</i>	<i>962</i>	<i>966</i>	<i>4</i>	<i>.4</i>
Special classes for physically handicapped minors:				
Elementary schools.....	6,060	6,127	67	1.1
Grades seven and eight in junior high schools.....	369	401	32	8.7
High school level.....	1,152	1,217	65	5.6
Junior college level.....				
<i>Total, special classes for physically handicapped minors.....</i>	<i>7,581</i>	<i>7,745</i>	<i>164</i>	<i>2.2</i>
Special classes for mentally retarded minors:				
Elementary schools.....	15,434	17,269	1,835	11.9
Grades seven and eight in junior high schools.....	2,181	2,946	765	35.1
High school level.....	2,959	4,141	1,182	39.9
<i>Total, special classes for mentally retarded minors.....</i>	<i>20,574</i>	<i>24,356</i>	<i>3,782</i>	<i>18.4</i>
Pupils in compulsory continuation classes.....	5,131	4,950	—181	—3.5
Special pupils:				
High school level.....	1,948	2,615	667	34.2
Junior college level.....	(8,883)	(10,601)	(1,718)	19.3
Full-time.....	1,268	2,111	843	66.5
Part-time.....	7,615	8,490	875	11.5
<i>Total, special pupils in regular classes.....</i>	<i>10,831</i>	<i>13,516</i>	<i>2,685</i>	<i>25.0</i>
Classes for adults:				
High school level.....	245,567	256,284	10,717	4.4
Junior college level.....	111,774	126,786	14,012	12.5
<i>Total, classes for adults.....</i>	<i>357,341</i>	<i>383,070</i>	<i>25,729</i>	<i>6.9</i>
<i>Total, all grades and classes.....</i>	<i>2,904,781</i>	<i>3,131,532</i>	<i>226,751</i>	<i>7.8</i>



**TABLE 3**  
**GRADED ENROLLMENT, BY COUNTIES**

County	Kindergarten			Grade one			Grade two		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	7,936	7,507	15,443	7,848	7,374	15,222	7,623	7,088	14,711
Alpine.....				7	2	9	4	8	12
Amador.....	65	68	123	95	82	177	84	81	165
Butte.....	586	547	1,133	771	671	1,442	756	674	1,430
Calaveras.....	47	44	91	106	75	181	86	95	181
Colusa.....	100	109	209	130	105	235	134	110	244
Contra Costa.....	4,723	4,376	9,099	4,553	4,227	8,780	4,592	4,238	8,830
Del Norte.....	112	86	198	208	186	394	202	194	396
El Dorado.....	143	135	278	194	179	373	221	214	435
Fresno.....	3,287	3,287	6,574	4,615	4,139	8,654	4,067	3,818	7,885
Glenn.....	131	117	248	233	195	428	211	183	394
Humboldt.....	901	873	1,774	1,228	1,159	2,387	1,220	1,096	2,316
Imperial.....	707	686	1,393	914	825	1,739	784	785	1,569
Inyo.....	117	116	233	124	137	261	137	148	285
Kern.....	2,955	2,734	5,689	3,318	3,099	6,417	3,220	2,858	6,078
Kings.....	433	391	824	666	616	1,282	619	581	1,200
Lake.....	80	71	151	124	95	219	99	91	190
Lassen.....	136	157	293	165	132	317	196	159	355
Los Angeles.....	49,341	47,580	96,921	47,540	45,322	92,862	46,563	44,386	90,949
Madera.....	365	357	722	486	478	964	485	430	915
Marin.....	1,280	1,214	2,494	1,168	1,114	2,282	1,180	1,094	2,274
Mariposa.....	22	22	44	34	33	67	36	38	74
Mendocino.....	390	368	758	600	575	1,175	656	620	1,276
Merced.....	783	805	1,588	1,057	1,045	2,102	1,013	929	1,942
Modoc.....	49	61	110	134	107	241	111	117	228
Mono.....				23	26	49	18	22	40
Monterey.....	1,583	1,579	3,162	1,888	1,789	3,657	1,732	1,525	3,257
Napa.....	454	371	825	538	470	1,008	504	471	975
Nevada.....	87	72	159	142	151	293	171	137	308
Orange.....	5,467	5,170	10,637	5,368	5,005	10,373	5,068	4,803	9,871
Placer.....	407	388	795	511	439	950	486	491	977
Plumas.....	91	108	199	129	117	246	139	125	264
Riverside.....	2,134	2,097	4,231	2,492	2,337	4,829	2,362	2,301	4,663
Sacramento.....	4,252	4,165	8,417	4,507	4,261	8,768	4,348	4,160	8,508
San Benito.....	79	88	167	168	139	307	140	119	259
San Bernardino.....	4,384	4,337	8,721	4,791	4,289	9,080	4,485	4,175	8,660
San Diego.....	7,551	7,241	15,092	8,114	7,522	15,636	7,741	7,284	15,025
San Francisco.....	4,241	3,969	8,210	4,112	3,916	8,028	4,127	3,800	7,927
San Joaquin.....	2,065	2,008	4,073	2,576	2,363	4,939	2,417	2,257	4,674
San Luis Obispo.....	517	461	978	586	566	1,152	602	559	1,161
San Mateo.....	4,402	4,112	8,514	4,112	3,724	7,836	4,114	3,673	7,787
Santa Barbara.....	1,028	996	2,024	1,158	1,082	2,240	1,010	975	1,985
Santa Clara.....	5,521	5,239	10,760	5,660	5,054	10,714	5,309	5,030	10,339
Santa Cruz.....	619	581	1,200	671	641	1,312	639	587	1,226
Shasta.....	488	407	895	604	560	1,164	593	572	1,165
Sierra.....	14	20	34	31	14	45	22	25	47
Siskiyou.....	274	280	554	401	374	775	372	354	726
Solano.....	1,111	1,187	2,298	1,310	1,203	2,513	1,268	1,166	2,434
Sonoma.....	989	984	1,973	1,326	1,232	2,558	1,279	1,217	2,496
Stanislaus.....	1,422	1,295	2,717	1,794	1,515	3,309	1,660	1,544	3,204
Sutter.....	195	214	409	333	327	660	313	313	626
Tehama.....	189	192	381	284	217	501	243	213	456
Trinity.....	45	39	84	81	73	154	91	74	165
Tulare.....	1,361	1,291	2,652	1,911	1,761	3,672	1,833	1,671	3,504
Tuolumne.....	99	91	190	200	167	366	156	164	320
Ventura.....	1,518	1,481	2,999	1,679	1,610	3,289	1,524	1,596	3,120
Yolo.....	567	523	1,090	632	633	1,265	606	581	1,187
Yuba.....	228	237	465	337	296	633	306	302	608
Total.....	128,371	122,924	251,295	134,666	125,825	260,491	129,977	122,221	252,198

TABLE 3—Continued  
GRADED ENROLLMENT, BY COUNTIES

County	Grade three			Grade four			Grade five		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	7,532	7,041	14,573	6,645	6,361	13,006	6,734	6,570	13,304
Alpine.....	4	4	8	6	1	7	1	2	3
Amador.....	71	76	147	84	86	170	84	67	151
Butte.....	736	701	1,437	699	658	1,357	691	661	1,352
Calaveras.....	92	81	173	89	84	173	91	99	190
Colusa.....	126	106	232	121	115	236	123	96	219
Contra Costa.....	4,455	4,266	8,721	4,135	3,889	7,994	4,119	4,101	8,220
Del Norte.....	206	171	377	177	192	369	157	143	300
El Dorado.....	206	182	388	186	195	381	160	162	322
Fresno.....	3,856	3,714	7,570	3,615	3,410	7,025	3,448	3,261	6,709
Glenn.....	216	169	385	198	177	375	162	171	333
Humboldt.....	1,159	1,049	2,208	1,085	1,001	2,086	879	837	1,716
Imperial.....	770	785	1,555	647	667	1,344	646	610	1,256
Inyo.....	145	140	285	137	131	268	120	118	238
Kern.....	3,059	2,919	5,978	2,904	2,695	5,599	2,732	2,742	5,474
Kings.....	580	503	1,083	525	498	1,023	496	439	935
Lake.....	120	93	213	125	111	236	94	105	199
Lassen.....	173	144	317	159	153	312	165	139	304
Los Angeles.....	44,784	43,570	88,354	41,793	39,641	81,434	39,596	38,791	78,387
Madera.....	466	434	900	464	404	868	429	404	833
Marin.....	1,170	1,093	2,263	1,116	1,008	2,124	1,028	1,059	2,087
Mariposa.....	40	31	71	33	32	65	34	50	84
Merced.....	567	561	1,128	600	569	1,169	417	493	940
Modoc.....	914	818	1,732	876	796	1,672	784	758	1,542
Modoc.....	95	111	206	104	115	219	94	99	193
Mono.....	17	17	34	27	14	41	25	11	36
Monterey.....	1,680	1,511	3,171	1,535	1,457	2,992	1,307	1,350	2,657
Napa.....	510	456	966	484	460	944	452	482	934
Nevada.....	166	132	298	161	165	326	146	151	297
Orange.....	5,114	4,710	9,824	4,771	4,587	9,358	4,448	4,355	8,803
Placer.....	485	495	980	436	403	839	467	412	879
Plumas.....	118	130	248	133	125	258	137	117	254
Riverside.....	2,369	2,221	4,590	2,228	2,123	4,351	2,132	2,015	4,147
Sacramento.....	4,263	3,949	8,212	3,969	3,690	7,659	3,719	3,652	7,371
San Benito.....	129	118	247	133	129	262	117	128	245
San Bernardino.....	4,162	4,068	8,230	4,067	3,806	7,873	3,813	3,775	7,588
San Diego.....	7,396	6,989	14,385	7,117	6,681	13,798	6,618	6,476	13,094
San Francisco.....	3,782	3,656	7,438	3,288	3,059	6,347	3,370	3,120	6,490
San Joaquin.....	2,368	2,239	4,607	2,217	2,121	4,338	2,063	2,134	4,197
San Luis Obispo.....	621	524	1,145	522	523	1,045	548	472	1,020
San Mateo.....	3,711	3,663	7,374	3,577	3,430	7,007	3,386	3,429	6,815
Santa Barbara.....	1,002	950	1,952	894	886	1,780	891	905	1,796
Santa Clara.....	4,935	4,677	9,612	4,765	4,446	9,211	4,437	4,485	8,922
Santa Cruz.....	632	620	1,252	604	542	1,146	581	584	1,165
Shasta.....	612	514	1,126	563	512	1,075	509	485	994
Sierra.....	35	24	59	17	18	35	22	23	45
Siakiyou.....	395	341	736	402	345	747	306	284	590
Solano.....	1,269	1,167	2,436	1,173	1,109	2,282	1,145	1,137	2,282
Sonoma.....	1,282	1,147	2,429	1,165	1,178	2,333	1,089	1,108	2,197
Stanislaus.....	1,619	1,472	3,091	1,532	1,451	2,983	1,361	1,315	2,676
Sutter.....	301	282	583	303	310	613	270	243	513
Tehama.....	238	220	458	232	212	444	226	195	421
Trinity.....	66	87	153	77	73	150	68	61	129
Tulare.....	1,778	1,651	3,429	1,701	1,586	3,287	1,530	1,543	3,073
Tuolumne.....	153	195	348	168	164	332	146	140	286
Ventura.....	1,511	1,454	2,965	1,504	1,353	2,857	1,492	1,316	2,808
Yolo.....	610	547	1,157	604	539	1,143	522	539	1,061
Yuba.....	284	306	590	259	287	546	249	216	465
Total.....	125,135	119,294	244,429	117,141	110,773	227,914	110,906	108,635	219,541

TABLE 3—Continued  
GRADED ENROLLMENT, BY COUNTIES

County	Grade six			Grade seven in elementary schools			Grade seven in junior high schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	5,316	5,143	10,459	2,845	2,696	5,541	2,654	2,494	5,148
Alpine.....	4	4	8	3	1	4			
Amador.....	71	69	140	75	65	140			
Butte.....	604	604	1,208	347	305	652	343	318	661
Calaveras.....	98	67	165	96	80	185			
Colusa.....	107	79	186	101	85	186			
Contra Costa.....	3,358	3,129	6,487	808	793	1,601	2,500	2,429	4,929
Del Norte.....	144	133	277	139	136	275			
El Dorado.....	167	154	321	157	164	321			
Fresno.....	3,075	2,798	5,873	1,539	1,519	3,058	1,439	1,414	2,853
Glenn.....	180	138	327	178	142	320			
Humboldt.....	835	816	1,651	558	484	1,042	333	298	631
Imperial.....	649	593	1,242	585	563	1,148			
Inyo.....	112	87	199	113	98	211			
Kern.....	2,483	2,274	4,757	2,477	2,402	4,879	32	34	66
Kings.....	454	470	924	482	492	974			
Lake.....	101	73	174	101	91	192			
Lassen.....	149	114	263	109	101	210	17	19	36
Los Angeles.....	34,225	33,071	67,296	10,026	9,424	19,450	25,484	24,618	50,102
Madera.....	417	426	843	451	395	846			
Marin.....	820	825	1,645	818	782	1,600			
Mariposa.....	45	34	79	43	36	79			
Mendocino.....	458	430	888	275	220	495	245	212	457
Merced.....	677	696	1,373	696	631	1,327	129	143	272
Modoc.....	70	74	153	90	74	164			
Mono.....	16	7	23	12	18	30			
Monterey.....	1,141	1,119	2,260	851	770	1,621	358	334	692
Napa.....	416	441	857	34	27	61	388	362	750
Nevada.....	135	132	267	44	34	78	95	112	207
Orange.....	3,663	3,500	7,163	1,999	2,004	4,003	1,575	1,522	3,097
Placer.....	433	384	817	352	402	754	24	32	56
Plumas.....	135	92	227				111	131	242
Riverside.....	1,843	1,733	3,576	593	580	1,173	1,329	1,239	2,568
Sacramento.....	2,967	2,865	5,832	1,366	1,282	2,648	1,736	1,686	3,422
San Benito.....	116	114	230	108	111	219			
San Bernardino.....	3,394	3,182	6,576	1,383	1,313	2,696	2,040	1,935	3,975
San Diego.....	5,508	5,367	10,875	1,732	1,611	3,363	3,764	3,479	7,243
San Francisco.....	2,697	2,557	5,254	149	142	291	2,588	2,450	5,038
San Joaquin.....	1,917	1,725	3,642	950	896	1,846	1,021	881	1,902
San Luis Obispo.....	475	436	911	314	344	658	139	105	244
San Mateo.....	2,834	2,660	5,494	2,628	2,421	5,049			
Santa Barbara.....	791	766	1,557	295	330	626	507	471	978
Santa Clara.....	3,712	3,583	7,295	2,580	2,407	4,987	1,260	1,157	2,417
Santa Cruz.....	521	489	1,010	298	306	604	200	187	387
Shasta.....	465	397	862	491	425	916			
Sierra.....	17	18	35	30	18	48			
Siskiyou.....	312	270	582	287	239	526	19	10	29
Solano.....	883	903	1,786	421	407	828	484	480	964
Sonoma.....	1,005	984	1,989	363	367	730	666	655	1,321
Stanislaus.....	1,307	1,290	2,597	1,397	1,354	2,751			
Sutter.....	241	263	504	266	261	527			
Tehama.....	183	183	376	213	201	414			
Trinity.....	68	50	118	49	60	109			
Tulare.....	1,571	1,443	3,014	1,559	1,446	3,005	67	76	143
Tuolumne.....	132	127	259	152	122	274			
Ventura.....	1,181	1,124	2,305	676	631	1,307	488	511	999
Yolo.....	418	446	864	396	332	728	55	43	98
Yuba.....	250	231	480	246	223	469			
Total.....	95,403	91,182	186,585	45,367	42,872	88,239	52,090	49,837	101,927

TABLE 3—Continued  
GRADED ENROLLMENT, BY COUNTIES

County	Grade eight in elementary schools			Grade eight in junior high schools			Total, kindergarten through grade eight		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	2,703	2,556	5,259	2,645	2,439	5,084	60,481	57,269	117,750
Alpine.....	1	4	5				30	26	56
Amador.....	65	67	132				694	651	1,345
Butte.....	359	352	711	334	292	626	6,226	5,783	12,009
Calaveras.....	81	86	167				786	720	1,506
Colusa.....	123	88	211				1,065	893	1,958
Contra Costa.....	810	792	1,602	2,396	2,306	4,702	36,449	34,516	70,965
Del Norte.....	162	146	308				1,507	1,387	2,894
El Dorado.....	154	172	326				1,588	1,557	3,145
Fresno.....	1,569	1,380	2,949	1,447	1,402	2,849	31,857	30,142	61,999
Glenn.....	158	166	324				1,676	1,488	3,164
Humboldt.....	551	496	1,047	263	291	554	9,012	8,400	17,412
Imperial.....	591	569	1,160				6,293	6,113	12,406
Inyo.....	104	107	211				1,109	1,062	2,191
Kern.....	2,455	2,327	4,782	27	45	72	25,662	24,129	49,791
Kings.....	461	433	894				4,716	4,423	9,139
Lake.....	104	83	187				948	813	1,761
Lassen.....	125	96	221	12	9	21	1,406	1,243	2,649
Los Angeles.....	10,015	9,420	19,435	25,803	24,702	50,505	375,170	360,525	735,695
Madera.....	393	381	774				3,956	3,709	7,665
Marin.....	842	742	1,584				9,422	8,931	18,353
Mariposa.....	33	36	69				320	312	632
Mendocino.....	255	226	481	235	189	424	4,728	4,363	9,091
Merced.....	610	617	1,227	140	138	278	7,679	7,376	15,055
Modoc.....	76	78	154				832	836	1,668
Mono.....	12	12	24				150	127	277
Monterey.....	847	779	1,626	334	349	683	13,236	12,542	25,778
Napa.....	37	24	61	381	392	773	4,198	3,956	8,154
Nevada.....	30	33	63	134	119	253	1,311	1,238	2,549
Orange.....	2,052	1,895	3,947	1,488	1,403	2,891	41,013	38,954	79,967
Placer.....	411	355	766	36	30	66	4,048	3,831	7,879
Plumas.....		1	1	118	115	233	1,111	1,061	2,172
Riverside.....	578	598	1,176	1,297	1,224	2,521	19,357	18,468	37,825
Sacramento.....	1,327	1,316	2,643	1,685	1,655	3,340	34,139	32,681	66,820
San Benito.....	96	107	203				1,066	1,053	2,139
San Bernardino.....	1,353	1,334	2,687	2,181	1,929	4,110	36,053	34,143	70,196
San Diego.....	1,732	1,542	3,274	3,354	3,419	6,773	60,947	57,611	118,558
San Francisco.....	62	54	106	2,610	2,530	5,140	31,016	29,253	60,269
San Joaquin.....	911	889	1,800	943	948	1,891	19,448	18,461	37,909
San Luis Obispo.....	345	345	690	140	141	281	4,899	4,466	9,275
San Mateo.....	2,593	2,499	5,092				31,357	29,611	60,968
Santa Barbara.....	336	282	618	479	479	958	8,392	8,122	16,514
Santa Clara.....	2,521	2,406	4,927	1,273	1,144	2,417	41,973	39,628	81,601
Santa Cruz.....	295	284	579	245	192	437	5,305	5,013	10,318
Shasta.....	481	486	967				4,806	4,358	9,164
Sierra.....	31	23	54				219	183	402
Siskiyou.....	285	246	531	19	15	34	3,072	2,758	5,830
Solano.....	393	376	769	463	413	876	9,920	9,548	19,468
Sonoma.....	419	356	775	704	636	1,340	10,277	9,864	20,141
Stanislaus.....	1,418	1,338	2,756				13,510	12,574	26,084
Sutter.....	251	283	534				2,473	2,496	4,969
Tehama.....	213	180	393				2,001	1,813	3,814
Trinity.....	68	60	128				613	577	1,190
Tulare.....	1,500	1,329	2,829	72	64	136	14,883	13,861	28,744
Tuolumne.....	148	117	265				1,363	1,277	2,640
Ventura.....	698	674	1,372	475	488	963	12,746	12,238	24,984
Yolo.....	392	357	749	54	51	105	4,856	4,591	9,447
Yuba.....	240	266	506				2,408	2,364	4,772
Total.....	44,865	42,266	87,131	51,787	49,549	101,336	1,035,708	985,378	2,021,086

TABLE 3—Continued  
GRADED ENROLLMENT, BY COUNTIES

County	Grade nine in junior high school			Grade nine in four-year high school			Grade ten		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	2,134	2,407	4,541	2,705	2,793	5,588	4,884	4,775	9,659
Alpine.....									
Amador.....				84	64	148	70	60	130
Butte.....	344	309	653	345	338	683	545	550	1,095
Calaveras.....				72	80	152	74	76	150
Colusa.....				127	130	266	112	125	237
Contra Costa.....	1,646	1,607	3,253	1,466	1,301	2,767	2,716	2,506	5,222
Del Norte.....				138	135	273	127	125	252
El Dorado.....				161	129	320	171	161	332
Fresno.....	1,327	1,206	2,533	1,558	1,374	2,932	2,274	2,170	4,444
Glenn.....				163	164	327	159	129	288
Humboldt.....	320	297	617	559	464	1,023	660	701	1,361
Imperial.....				536	482	1,018	481	453	934
Inyo.....				104	96	200	114	101	215
Kern.....	28	29	57	2,452	2,297	4,749	2,149	2,053	4,202
Kings.....				457	452	909	345	350	695
Lake.....				106	87	193	88	81	169
Lassen.....	19	15	34	119	103	222	123	93	216
Los Angeles.....	23,157	23,165	46,322	11,031	10,828	21,859	30,305	28,695	59,000
Madera.....				378	351	729	294	271	565
Marin.....				679	665	1,344	579	473	1,052
Mariposa.....				40	32	72	37	27	64
Mendocino.....	206	186	392	253	228	481	354	364	718
Merced.....	198	156	354	590	528	1,118	618	652	1,270
Modoc.....				54	61	115	67	48	115
Mono.....				8	11	19	0	4	13
Monterey.....	389	426	815	564	534	1,098	828	785	1,613
Napa.....	388	341	729	22	20	42	330	348	678
Nevada.....	186	141	327				150	123	273
Orange.....	1,123	1,201	2,324	2,156	2,056	4,212	2,721	2,557	5,278
Placer.....	42	23	65	363	398	761	408	320	728
Plumas.....	119	102	221				102	97	199
Riverside.....	1,061	1,083	2,144	727	707	1,434	1,548	1,476	3,024
Sacramento.....	1,737	1,726	3,463	1,020	979	1,999	2,361	2,266	4,627
San Benito.....				94	125	219	98	85	183
San Bernardino.....	1,560	1,553	3,113	1,707	1,625	3,332	2,901	2,549	5,450
San Diego.....	3,096	3,241	6,337	1,851	1,570	3,421	4,036	4,009	8,045
San Francisco.....	2,713	2,613	5,326	243	186	429	2,691	2,444	5,135
San Joaquin.....	426	381	807	1,304	1,322	2,626	1,460	1,353	2,813
San Luis Obispo.....	158	143	301	271	308	579	410	403	813
San Mateo.....				2,392	2,414	4,806	1,972	2,031	4,003
Santa Barbara.....	474	444	918	326	275	601	681	616	1,297
Santa Clara.....	1,113	1,141	2,254	2,155	2,203	4,358	2,924	2,805	5,729
Santa Cruz.....	256	246	502	282	270	552	472	451	923
Shasta.....				543	482	1,025	444	421	865
Sierra.....				26	26	52	30	24	54
Siskiyou.....	24	18	42	320	268	588	279	288	567
Solano.....	462	431	893	322	341	663	703	650	1,353
Sonoma.....	688	675	1,363	320	319	639	860	761	1,621
Stanislaus.....				1,314	1,346	2,660	1,122	1,103	2,225
Sutter.....				277	243	520	249	230	479
Tehama.....				219	210	429	180	143	323
Trinity.....				49	47	96	53	30	83
Tulare.....	50	51	101	1,262	1,187	2,449	1,094	1,121	2,215
Tuolumne.....				133	141	274	115	120	235
Ventura.....	483	457	940	647	578	1,225	958	885	1,843
Yolo.....				437	395	832	368	365	733
Yuba.....				267	208	475	207	209	416
Total.....	45,927	45,814	91,741	45,918	43,985	89,903	80,110	76,111	156,221

TABLE 3—Continued  
GRADED ENROLLMENT, BY COUNTIES

County	Grade eleven			Grade twelve			Total, grades nine through twelve		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	3,874	3,741	7,615	3,102	3,166	6,268	16,789	16,882	33,671
Alpine.....									
Amador.....	51	55	106	56	63	119	261	242	503
Butte.....	506	517	1,023	431	403	834	2,171	2,117	4,288
Calaveras.....	69	57	126	58	49	107	273	262	535
Colusa.....	76	70	153	72	83	155	387	426	813
Contra Costa.....	2,163	2,140	4,303	1,871	1,737	3,608	9,862	9,291	19,153
Del Norte.....	104	81	185	82	69	151	421	410	831
El Dorado.....	137	104	241	109	87	196	608	481	1,089
Fresno.....	1,986	1,832	3,818	1,545	1,582	3,127	8,690	8,164	16,854
Glenn.....	128	117	245	103	91	194	553	501	1,054
Humboldt.....	593	593	1,186	449	392	841	2,581	2,447	5,028
Imperial.....	383	386	769	327	289	616	1,727	1,610	3,337
Inyo.....	76	78	154	56	71	127	350	346	696
Kern.....	1,758	1,654	3,412	1,360	1,261	2,621	7,747	7,294	15,041
Kings.....	307	298	605	250	251	501	1,369	1,351	2,710
Lake.....	71	72	143	63	71	134	328	311	639
Lassen.....	110	115	225	93	78	171	464	404	868
Los Angeles.....	24,238	23,440	47,678	19,189	19,694	38,883	107,920	105,822	213,742
Madera.....	246	189	435	215	202	417	1,133	1,013	2,146
Marin.....	512	459	971	426	391	817	2,196	1,988	4,184
Mariposa.....	27	22	49	19	24	43	123	105	228
Mendocino.....	318	318	636	271	224	495	1,402	1,320	2,722
Merced.....	481	480	961	435	391	826	2,322	2,207	4,529
Modoc.....	58	34	92	41	39	80	220	182	402
Mono.....	4	7	11	8	6	14	29	28	57
Monterey.....	671	635	1,306	529	567	1,096	2,981	2,947	5,928
Napa.....	308	269	577	276	233	509	1,324	1,211	2,535
Nevada.....	134	120	254	106	101	207	576	485	1,061
Orange.....	2,095	2,082	4,177	1,676	1,667	3,343	9,771	9,563	19,334
Placer.....	321	296	617	275	242	517	1,409	1,279	2,688
Plumas.....	95	75	170	80	81	161	396	355	751
Riverside.....	1,283	1,229	2,512	1,011	940	1,951	5,639	5,435	11,065
Sacramento.....	1,972	2,020	3,992	1,635	1,647	3,282	8,725	8,638	17,363
San Benito.....	70	64	143	71	87	158	342	361	703
San Bernardino.....	2,357	2,306	4,663	1,735	1,695	3,430	10,260	9,728	19,988
San Diego.....	3,429	3,369	6,798	2,882	2,758	5,640	15,294	14,947	30,241
San Francisco.....	2,238	1,979	4,217	1,986	1,712	3,698	9,871	8,934	18,805
San Joaquin.....	1,254	1,211	2,465	1,134	1,115	2,249	5,578	5,382	10,960
San Luis Obispo.....	359	324	683	297	264	561	1,495	1,442	2,937
San Mateo.....	1,803	1,715	3,518	1,495	1,416	2,911	7,662	7,576	15,238
Santa Barbara.....	639	591	1,230	464	452	916	2,584	2,378	4,962
Santa Clara.....	2,349	2,235	4,584	1,824	1,904	3,728	10,365	10,288	20,653
Santa Cruz.....	391	409	800	377	343	720	1,778	1,719	3,497
Shasta.....	371	359	730	321	286	607	1,679	1,548	3,227
Sierra.....	15	10	25	18	12	30	89	81	170
Siskiyou.....	258	219	477	227	185	412	1,108	978	2,086
Solano.....	580	608	1,188	529	465	994	2,596	2,495	5,091
Sonoma.....	771	713	1,484	621	629	1,250	3,260	3,097	6,357
Stanislaus.....	1,044	922	1,966	840	812	1,652	4,320	4,183	8,503
Sutter.....	229	173	402	171	160	331	926	806	1,732
Tehama.....	154	150	304	157	126	283	710	629	1,339
Trinity.....	54	30	84	35	19	54	191	126	317
Tulare.....	1,039	899	1,938	812	803	1,615	4,257	4,061	8,318
Tuolumne.....	106	101	207	79	86	165	433	448	881
Ventura.....	797	727	1,524	661	589	1,250	3,546	3,236	6,782
Yolo.....	323	319	642	252	263	515	1,380	1,342	2,722
Yuba.....	146	150	296	155	125	280	775	692	1,467
Totals.....	65,940	63,186	129,126	53,332	52,498	105,830	291,227	281,594	572,821



TABLE 3—Continued  
GRADED ENROLLMENT, BY COUNTIES

County	Grade thirteen						Grade fourteen					
	Full-time			Part-time			Full-time			Part-time		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Alameda.....	1,079	502	1,581	350	158	508	416	197	613	155	73	228
Alpine.....												
Amador.....												
Butte.....												
Calaveras.....												
Colusa.....												
Contra Costa.....	804	427	1,231	270	244	514	425	165	590	86	45	131
Del Norte.....												
El Dorado.....												
Fresno.....	1,004	462	1,466	115	50	165	396	152	548	22	20	42
Glenn.....												
Humboldt.....												
Imperial.....	87	50	137	46	15	61	29	12	41	7	4	11
Inyo.....												
Kern.....	825	414	1,239	45	61	106	596	198	794	64	65	129
Kings.....												
Lake.....												
Lassen.....	59	27	86	3	2	5	47	8	55	1	2	3
Los Angeles.....	14,679	6,662	21,341	8,074	5,347	13,421	8,433	2,807	11,240	2,991	1,493	4,484
Madera.....												
Marin.....	366	149	515	9	23	32	154	63	217	8	25	33
Mariposa.....												
Mendocino.....												
Merced.....												
Modoc.....												
Mono.....												
Monterey.....	616	365	981	77	58	135	376	145	521	44	29	73
Napa.....	199	91	290				116	34	150			
Nevada.....												
Orange.....	1,668	781	2,449	150	87	246	974	348	1,322	83	48	131
Placer.....	207	86	293	2	1	3	141	52	193	5	4	9
Plumas.....												
Riverside.....	334	193	527	28	8	36	90	72	162	1		1
Sacramento.....	1,050	420	1,470	532	361	893	544	230	774	282	132	414
San Benito.....	13	6	19				11	4	15			
San Bernardino.....	1,128	520	1,648	2,518	1,113	3,631	660	313	1,003	974	465	1,439
San Diego.....	994	351	1,345	554	239	793	479	136	615	131	96	227
San Francisco.....	1,997	781	2,778	301	336	637	992	282	1,274	209	66	275
San Joaquin.....	463	320	783				394	131	515	76	128	204
San Luis Obispo.....	47	29	76				22	20	42			
San Mateo.....	728	310	1,038	100	58	158	520	166	686	88	33	121
Santa Barbara.....	304	98	402	88	143	231	126	50	176	37	48	85
Santa Clara.....	825	218	1,043	342	71	413	499	92	591	111	27	138
Santa Cruz.....												
Shasta.....	317	154	471	17	14	31	125	52	177	5	3	8
Sierra.....												
Siskiyou.....												
Solano.....	327	125	452	72	35	107	274	60	334	17	4	21
Sonoma.....	383	259	642				322	136	458			
Stanislaus.....	559	314	873	126	51	177	389	164	553	77	29	106
Sutter.....												
Tehama.....												
Trinity.....												
Tulare.....	617	368	985	9	10	19	327	170	497	6	5	11
Tuolumne.....												
Ventura.....	432	203	635	739	370	1,109	311	104	415	317	162	479
Yolo.....												
Yuba.....	270	133	403	44	62	106	156	45	201	7	4	11
Total.....	32,381	14,818	47,199	14,620	8,917	23,537	18,364	6,408	24,772	5,804	3,010	8,814

TABLE 3—Concluded  
GRADED ENROLLMENT, BY COUNTIES

County	Total, grades thirteen and fourteen					
	Full-time			Part-time		
	Male	Female	Total	Male	Female	Total
Alameda.....	1,495	699	2,194	505	231	736
Alpine.....						
Amador.....						
Butte.....						
Calaveras.....						
Colusa.....						
Contra Costa.....	1,229	592	1,821	356	289	645
Del Norte.....						
El Dorado.....						
Fresno.....	1,400	614	2,014	137	70	207
Glenn.....						
Humboldt.....						
Imperial.....	116	62	178	53	19	72
Inyo.....						
Kern.....	1,421	612	2,033	109	126	235
Kings.....						
Lake.....						
Lassen.....	106	35	141	4	4	8
Los Angeles.....	23,112	9,469	32,581	11,065	6,840	17,905
Madera.....						
Marin.....	520	212	732	17	48	65
Mariposa.....						
Mendocino.....						
Merced.....						
Modoc.....						
Mono.....						
Monterey.....	992	510	1,502	121	87	208
Napa.....	315	125	440			
Nevada.....						
Orange.....	2,642	1,129	3,771	242	135	377
Placer.....	348	138	486	7	5	12
Plumas.....						
Riverside.....	424	265	689	29	8	37
Sacramento.....	1,594	650	2,244	814	493	1,307
San Benito.....	24	10	34			
San Bernardino.....	1,818	833	2,651	3,492	1,578	5,070
San Diego.....	1,473	487	1,960	685	335	1,020
San Francisco.....	2,989	1,063	4,052	510	402	912
San Joaquin.....	847	451	1,298	76	128	204
San Luis Obispo.....	69	49	118			
San Mateo.....	1,248	476	1,724	188	91	279
Santa Barbara.....	430	148	578	125	191	316
Santa Clara.....	1,324	310	1,634	483	98	581
Santa Cruz.....						
Shasta.....	442	206	648	22	17	39
Sierra.....						
Siskiyou.....						
Solano.....	601	185	786	89	39	128
Sonoma.....	705	395	1,100			
Stanislaus.....	948	478	1,426	203	80	283
Butter.....						
Tehama.....						
Trinity.....						
Tulare.....	944	538	1,482	15	15	30
Tuolumne.....						
Ventura.....	743	307	1,050	1,056	532	1,588
Yolo.....						
Yuba.....	426	178	604	51	66	117
Total.....	50,745	21,226	71,971	20,424	11,927	32,351

TABLE 4  
TOTAL GRADED ENROLLMENT, BY COUNTIES, WITH PER CENTS OF  
INCREASE OR DECREASE SINCE OCTOBER 31, 1955

County	Total enrollment, kindergarten and grades one through fourteen, October 31, 1956			Increase or decrease between October 31, 1955 and October 31, 1956	
	Male	Female	Total	Number	Per cent
Alameda.....	79,270	75,081	154,351	8,068	5.5
Alpine.....	30	26	66	12	27.3
Amador.....	955	893	1,848	—2	—1
Butte.....	8,397	7,900	16,297	910	5.9
Calaveras.....	1,059	982	2,041	10	.5
Colusa.....	1,452	1,319	2,771	129	4.9
Contra Costa.....	47,896	44,688	92,584	5,044	5.8
Del Norte.....	1,928	1,797	3,725	312	9.1
El Dorado.....	2,196	2,038	4,234	434	11.4
Fresno.....	42,084	38,990	81,074	4,606	6.0
Glenn.....	2,229	1,959	4,188	249	6.3
Humboldt.....	11,593	10,847	22,440	1,056	4.9
Imperial.....	8,189	7,804	15,993	364	2.3
Inyo.....	1,459	1,428	2,887	54	1.9
Kern.....	34,939	32,161	67,100	3,326	5.2
Kings.....	6,075	5,774	11,849	255	2.2
Lake.....	1,276	1,124	2,400	36	1.5
Lassen.....	1,980	1,686	3,666	—408	—10.0
Los Angeles.....	517,267	482,656	999,923	69,661	7.5
Madera.....	5,089	4,722	9,811	347	3.7
Marin.....	12,155	11,179	23,334	2,392	11.4
Mariposa.....	443	417	860	29	3.5
Mendocino.....	6,130	5,683	11,813	115	1.0
Merced.....	10,061	9,583	19,584	1,059	5.7
Modoc.....	1,052	1,018	2,070	—17	—1
Mono.....	179	155	334	6	1.8
Monterey.....	17,330	16,086	33,416	2,994	9.8
Napa.....	5,837	5,292	11,129	741	7.1
Nevada.....	1,887	1,723	3,610	—5	—1
Orange.....	53,668	49,781	103,449	19,144	22.7
Placer.....	5,812	5,253	11,065	579	5.5
Plumas.....	1,507	1,416	2,923	83	2.9
Riverside.....	25,440	24,176	49,616	3,327	7.2
Sacramento.....	45,272	42,462	87,734	8,610	10.9
San Benito.....	1,452	1,424	2,876	91	3.3
San Bernardino.....	51,623	46,282	97,905	12,443	14.6
San Diego.....	78,399	73,380	151,779	12,572	9.0
San Francisco.....	44,396	39,652	84,038	2,490	3.1
San Joaquin.....	25,949	24,422	50,371	1,904	3.9
San Luis Obispo.....	6,373	5,957	12,330	381	3.2
San Mateo.....	40,455	37,754	78,209	6,835	9.6
Santa Barbara.....	11,531	10,839	22,370	1,501	7.2
Santa Clara.....	54,115	50,324	104,439	11,990	13.0
Santa Cruz.....	7,083	6,732	13,815	864	6.7
Shasta.....	6,949	6,120	13,078	1,074	8.9
Sierra.....	308	264	572	42	7.9
Siakiyou.....	4,180	3,736	7,916	299	3.9
Solano.....	13,206	12,267	25,473	184	.7
Sonoma.....	14,242	13,356	27,598	1,844	7.2
Stanislaus.....	18,981	17,315	36,296	1,560	4.5
Sutter.....	3,399	3,302	6,701	—54	—1
Tehama.....	2,711	2,442	5,153	498	10.7
Trinity.....	804	703	1,507	228	17.8
Tulare.....	20,069	18,475	38,574	671	1.8
Tuolumne.....	1,796	1,725	3,521	259	7.9
Ventura.....	18,091	16,313	34,404	3,771	12.3
Yolo.....	5,236	5,933	12,169	770	6.8
Yuba.....	3,660	3,300	6,960	131	1.9
Total.....	1,398,104	1,300,125	2,698,229	195,868	7.8

TABLE 5  
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Ungraded pupils in elementary schools			Postgraduate pupils in elementary schools			Special day and evening classes in elementary schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	21	17	38						
Alpine.....									
Amador.....									
Butte.....									
Calaveras.....									
Colusa.....									
Contra Costa.....									
Del Norte.....									
El Dorado.....									
Fresno.....	2	2	4						
Glenn.....	1		1						
Humboldt.....									
Imperial.....				1		1			
Inyo.....									
Kern.....									
Kings.....									
Lake.....									
Lassen.....									
Los Angeles.....	85	5	90						
Madera.....									
Marin.....	8	5	13						
Mariposa.....									
Mendocino.....									
Merced.....									
Modoc.....									
Mono.....									
Monterey.....							13	4	17
Napa.....									
Nevada.....							1		1
Orange.....									
Placer.....									
Plumas.....									
Riverside.....	27	9	36				1	1	2
Sacramento.....									
San Benito.....									
San Bernardino.....									
San Diego.....	393	158	551						
San Francisco.....									
San Joaquin.....									
San Luis Obispo.....									
San Mateo.....	1	1	2				1	1	2
Santa Barbara.....	12	10	22						
Santa Clara.....	10	1	11						
Santa Cruz.....									
Shasta.....									
Sierra.....									
Siskiyou.....									
Solano.....									
Sonoma.....	76	37	113	7	2	9			
Stanislaus.....									
Sutter.....									
Tehama.....	1	1	2						
Trinity.....									
Tulare.....	13	3	16				7	2	9
Tuolumne.....	1		1						
Ventura.....	11	14	25						
Yolo.....									
Yuba.....									
Total.....	662	263	925	8	2	10	23	8	31

TABLE 5—Continued  
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Special classes for physically handicapped minors											
	Elementary schools			Grades seven and eight in junior high schools			High school level			Junior college level		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	136	113	249	4	6	10	9	10	19			
Alpine.....												
Amador.....												
Butte.....	11	7	18		2	2		2				
Calaveras.....	3	2	5				1	2	3			
Colusa.....												
Contra Costa.....	60	38	98	2	2	4	4	2	6			
Del Norte.....	1		1									
El Dorado.....												
Fresno.....	87	73	160	7	12	19	14	12	26			
Glenn.....												
Humboldt.....	16	12	28	1	4	5						
Imperial.....	24	23	47				1		1			
Inyo.....	1		1									
Kern.....	74	61	135				17	26	43			
Kings.....	4	6	10									
Lake.....												
Lassen.....	1		1									
Los Angeles.....	1,842	1,369	3,211	105	88	193	318	397	715			
Madera.....	1	6	7									
Marin.....	14	8	22				1	3	4			
Mariposa.....												
Mendocino.....	1		1									
Merced.....	7		7									
Modoc.....	1		1				1		1			
Mono.....												
Monterey.....	13	5	18	2	1	3	2	2	4			
Napa.....	3	3	6	2	1	3	1		1			
Nevada.....					2	2			2			
Orange.....	80	62	142	3	3	6	7	3	10			
Placer.....	11	11	22				7		7			
Plumas.....												
Riverside.....	47	47	94	2	1	3	1	3	4			
Sacramento.....	100	61	161	1	3	4	10	15	25			
San Benito.....												
San Bernardino.....	89	63	152	2	6	8	22	28	50			
San Diego.....	147	138	285	11	5	16	8	9	17			
San Francisco.....	293	236	529	49	44	93	47	105	152			
San Joaquin.....	44	46	90	3	3	6	4	12	16			
San Luis Obispo.....	11	8	19	1	2	3	2	3	5			
San Mateo.....	67	47	114				5	17	22			
Santa Barbara.....	21	8	29	6	3	9	2		2			
Santa Clara.....	98	63	161				10	10	20			
Santa Cruz.....	15	17	32				1	6	7			
Shasta.....	4	3	7				3	6	9			
Sierra.....												
Siskiyou.....												
Solano.....	19	15	34				1	1	2			
Sonoma.....	25	22	47	8	3	11	1	3	4			
Stanislaus.....	22	21	43				4	3	7			
Sutter.....	4		4									
Tehama.....	1		1									
Trinity.....												
Tulare.....	43	37	82				17	2	19			
Tuolumne.....	1		1					1	1			
Ventura.....	16	20	36	1		1	3	4	7			
Yolo.....	2	2	4				1	3	4			
Yuba.....	6		12									
Total.....	3,468	2,659	6,127	212	189	401	527	690	1,217			

TABLE 5—Continued  
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Special classes for mentally retarded minors								
	Elementary schools			Grades seven and eight in junior high schools			High school level		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	541	327	868	189	123	312	400	241	641
Alpine.....	8	7	15						
Amador.....	26	27	53				20	11	31
Calaveras.....									
Colusa.....	9	6	15						
Contra Costa.....	196	135	331	13	10	23	37	14	51
Del Norte.....									
El Dorado.....	17	16	33						
Fresno.....	160	97	257	21	19	40	21	10	31
Glenn.....	6	4	10						
Humboldt.....	54	28	82	22	3	25	24	16	40
Imperial.....									
Inyo.....									
Kern.....	297	189	486				94	48	142
Kings.....	83	70	153						
Lake.....									
Lassen.....									
Los Angeles.....	4,727	3,234	7,961	549	394	943	455	301	756
Madera.....	33	18	51						
Marin.....	36	21	57				19	11	30
Mariposa.....	10	10	20						
Mendocino.....	60	14	74				12	12	24
Modoc.....									
Mono.....									
Monterey.....	168	86	254	6	5	11	19	13	32
Napa.....	24	18	42	5	5	10	5	2	7
Nevada.....				12	3	15			
Orange.....	285	185	470	14	23	37	46	38	84
Placer.....	31	17	48				25	19	44
Plumas.....									
Riverside.....	177	117	294	55	32	87	24	15	39
Sacramento.....	406	230	636	100	54	154	124	58	182
San Benito.....	28	34	62				24	7	31
San Bernardino.....	313	195	508	76	87	163	95	98	193
San Diego.....	706	434	1,140	301	204	505	300	233	533
San Francisco.....	377	246	623	207	165	372	331	177	508
San Joaquin.....	187	126	313	58	47	105	85	50	135
San Luis Obispo.....	49	38	87				11	2	13
San Mateo.....	135	81	216				14	5	19
Santa Barbara.....	46	40	86	32	18	50	42	17	59
Santa Clara.....	317	202	519	21	18	39	58	35	93
Santa Cruz.....	68	58	126				18	10	28
Shasta.....	30	18	48				5	9	14
Sierra.....									
Siskiyou.....	7	7	14						
Solano.....	67	29	96						
Sonoma.....	72	49	121	10	8	18			
Stanislaus.....	261	127	388				108	43	151
Sutter.....	16	1	17						
Tehama.....	18	9	27						
Trinity.....									
Tulare.....	166	113	279				73	47	120
Tuolumne.....									
Ventura.....	133	95	228	19	18	37	51	26	77
Yolo.....	71	54	125				21	12	33
Yuba.....	17	19	36						
Total.....	10,438	6,831	17,269	1,710	1,236	2,946	2,561	1,580	4,141



TABLE 5—Continued  
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Compulsory continuation classes			Special pupils					
				High school level			Junior college level		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	110	60	170	70	55	125	514	425	939
Alpine.....									
Amador.....				640		640			
Butte.....									
Calaveras.....									
Colusa.....									
Contra Costa.....	123	85	208		4	4	189	76	265
Del Norte.....									
El Dorado.....									
Fresno.....	121	56	177				126	58	184
Glenn.....									
Humboldt.....	13	4	17						
Imperial.....				1	1	2	17	13	30
Inyo.....									
Kern.....	182	45	227	100	14	114	349	193	542
Kings.....					1	1			
Lake.....									
Lassen.....							6	7	13
Los Angeles.....	1,754	890	2,644	679	576	1,255	1,945	1,246	3,191
Madera.....									
Marin.....				12	5	17			
Mariposa.....					1	1			
Mendocino.....									
Merced.....					1	1			
Modoc.....									
Mono.....				1		1			
Monterey.....							117	64	181
Napa.....									
Nevada.....									
Orange.....				1		1	428	289	717
Placer.....							1	2	3
Plumas.....									
Riverside.....	44	25	69	13	4	17	2	14	16
Sacramento.....	76	16	92				429	285	714
San Benito.....							2	1	3
San Bernardino.....	26	18	44	7	10	17	80	140	229
San Diego.....	355	216	571	1	5	6	1,032	669	1,701
San Francisco.....	398	182	570						
San Joaquin.....	28	35	63				101	26	127
San Luis Obispo.....				114	1	115	22	24	46
San Mateo.....	2		2		2	2	412	297	709
Santa Barbara.....							41		41
Santa Clara.....	25	16	41				208	100	308
Santa Cruz.....	5	2	7	45		45			
Shasta.....							8	7	15
Sierra.....									
Siskiyou.....									
Solano.....							140	161	301
Sonoma.....							90	133	223
Stanislaus.....				1		1			
Sutter.....				5		5			
Tehama.....									
Trinity.....									
Tulare.....				113	129	242	34	8	42
Tuolumne.....					2	2			
Ventura.....	72	36	108		1	1	10	4	14
Yolo.....									
Yuba.....							29	18	47
Total.....	3,324	1,626	4,950	1,903	812	2,615	6,332	4,269	10,601

TABLE 5—Concluded  
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Classes for adults						Total enrollment in special classes and in classes for adults		
	High school level			Junior college level			Male	Female	Total
	Male	Female	Total	Male	Female	Total			
Alameda.....	6,482	11,442	17,924	1,816	816	2,632	10,292	13,035	23,927
Alpine.....							667	87	754
Amador.....	19	80	99				437	830	1,267
Butte.....	380	781	1,161				48	99	147
Calaveras.....	44	95	139						
Columbia.....	41	52	93				50	58	108
Contra Costa.....	2,363	5,379	7,742	1,968	1,223	3,191	4,955	6,965	11,923
Del Norte.....	41	93	134				1		1
El Dorado.....							58	109	167
Fresno.....	2,693	3,036	5,729	1,431	515	1,946	4,683	3,890	8,573
Glenn.....	15		15				22	4	26
Humboldt.....	393	723	1,116				823	790	1,313
Imperial.....	77	172	249	186	122	308	307	331	638
Inyo.....							1		1
Kern.....	1,973	3,394	5,367	1,671	1,100	2,771	4,757	5,070	9,827
Kings.....	197	309	506				284	386	670
Lake.....	10	8	18				10	8	18
Lassen.....	66	228	294	1	3	4	74	238	312
Los Angeles.....	43,127	76,480	119,607	39,442	28,935	68,377	95,028	113,855	208,883
Madera.....	58	103	161				92	127	219
Marin.....	341	606	947	768	1,412	2,180	1,199	2,071	3,270
Mariposa.....								1	1
Mendocino.....	83	217	300				94	227	321
Merced.....	469	581	1,050				548	608	1,156
Modoc.....							2		2
Mono.....							1		1
Monterey.....	1,099	1,898	2,997	501	468	969	1,940	2,546	4,486
Napa.....				864	739	1,603	904	768	1,672
Nevada.....	44	102	146				61	105	166
Orange.....	1,586	2,182	3,768	2,735	2,649	5,384	5,185	5,434	10,619
Placer.....	146	242	388	11	18	29	232	309	541
Plumas.....									
Riverside.....	705	1,450	2,155	417	121	538	1,515	1,899	3,394
Sacramento.....	1,392	1,826	3,218	2,274	2,061	4,335	4,912	4,609	9,521
San Benito.....	227	190	417		1	1	281	233	514
San Bernardino.....	2,205	3,800	6,005	2,071	2,204	4,275	4,986	6,658	11,644
San Diego.....	5,445	13,095	18,540	4,821	1,674	6,495	13,520	16,840	30,360
San Francisco.....	9,939	16,364	26,303	687	442	1,129	12,318	17,961	30,279
San Joaquin.....	106	320	426	652	626	1,278	1,268	1,291	2,559
San Luis Obispo.....	678	585	1,263	133	66	199	1,021	719	1,740
San Mateo.....	1,734	3,577	5,311	1,828	2,054	3,882	4,199	6,082	10,281
Santa Barbara.....	1,083	3,043	4,126	199	54	253	1,484	3,193	4,677
Santa Clara.....	3,355	6,652	10,007	2,164	1,457	3,621	6,266	8,554	14,820
Santa Cruz.....	428	653	1,081				580	746	1,326
Shasta.....	7	54	61	4	21	25	61	118	179
Sierra.....							9	23	32
Siakiyou.....	2	16	18						
Solano.....	255	442	697	1,089	1,303	2,392	1,571	1,951	3,522
Sonoma.....	631	930	1,561	692	1,421	2,113	1,612	2,608	4,220
Stanislaus.....	226	359	585	1,252	1,531	2,783	1,574	2,084	3,958
Sutter.....							25	1	26
Tehama.....	83	161	244				103	171	274
Trinity.....									
Tulare.....	691	938	1,629	662	714	1,376	1,821	1,993	3,814
Tuolumne.....	41	125	166				43	128	171
Ventura.....	1,157	1,224	2,381	512	398	910	1,985	1,840	3,825
Yolo.....	15	95	110				110	166	276
Yuba.....				308	489	797	390	532	892
Total.....	92,152	164,132	256,284	71,159	54,627	125,786	194,379	238,924	433,303

TABLE 6  
ENROLLMENT ON HALF-DAY SESSIONS, BY COUNTIES

County	Grades in elementary schools								Total one through eight
	One	Two	Three	Four	Five	Six	Seven	Eight	
Alameda.....	1,610	1,132	478						3,220
Alpine.....									
Amador.....									
Butte.....	87	163	73	74					397
Calaveras.....									
Colusa.....									
Contra Costa.....	3,655	2,684	1,589	382	251	98			8,659
Del Norte.....	284	297	218	212	126	44			1,181
El Dorado.....									
Fresno.....	1,141	449	202						1,792
Glenn.....									
Humboldt.....	590	640	307	29	5				1,571
Imperial.....	255	232	28						515
Inyo.....									
Kern.....	1,788	1,062	59						2,909
Kings.....	130	58							197
Lake.....									
Lassen.....									
Los Angeles.....	22,457	18,571	10,885	3,836	1,839	501	78	68	58,035
Madera.....									
Marin.....	197	176	162	143	70		160	165	1,073
Mariposa.....									
Mendocino.....	387	445	582						1,414
Merced.....	65	67							132
Modoc.....									
Mono.....									
Monterey.....	473	403	182						1,058
Napa.....	325	245	133	132	135	81			1,051
Nevada.....									
Orange.....	2,912	3,716	4,127	1,830	677	536			13,798
Placer.....									
Plumas.....									
Riverside.....	926	998	664						2,588
Sacramento.....	2,329	1,989	594	113	93	79			5,197
San Benito.....									
San Bernardino.....	2,750	2,220	1,065	379	118	82			6,584
San Diego.....	3,215	3,058	1,249	148	56				7,726
San Francisco.....									
San Joaquin.....	368	363	290	67	35				1,123
San Luis Obispo.....									
San Mateo.....	2,775	2,440	1,110	244	214	68			6,851
Santa Barbara.....		146	163						309
Santa Clara.....	4,462	3,787	3,164	1,316	1,027	227			13,983
Santa Cruz.....	173	160	180						513
Shasta.....	322	306	240	18	29				915
Sierra.....									
Siskiyou.....									
Solano.....	614	667	454	290	226	258			2,539
Sonoma.....	422	313	107	116					958
Stanislaus.....	255	264	223						742
Butter.....									
Tehama.....									
Trinity.....									
Tulare.....									
Tuolumne.....									
Ventura.....	519	482	461	306	241	126	96	102	2,333
Yolo.....	204	68	41						313
Yuba.....									
Total.....	55,699	47,631	28,830	9,635	5,142	2,070	334	335	149,676

**TABLE 6—Concluded**  
**ENROLLMENT ON HALF-DAY SESSIONS, BY COUNTIES**

County	Grades in high schools								Total one through twelve
	Junior high school			Nine	Ten	Eleven	Twelve	Total seven through twelve	
	Seven	Eight	Nine						
Alameda.....									3,220
Alpine.....									
Amador.....									
Butte.....									397
Calaveras.....									
Colusa.....									
Contra Costa.....									8,859
Del Norte.....									1,181
El Dorado.....									
Fresno.....									1,792
Glenn.....									
Humboldt.....									1,571
Imperial.....									515
Inyo.....									
Kern.....									2,909
Kings.....									197
Lake.....									
Lassen.....									
Los Angeles.....	4,627	3,986	3,825		2,451	1,614	1,323	17,826	76,861
Madera.....									
Marin.....				134	88			222	1,295
Mariposa.....									
Mendocino.....									1,414
Merced.....									132
Modoc.....									
Mono.....									
Monterey.....									1,088
Napa.....									1,051
Nevada.....									
Orange.....	362	349		387	273	258	213	1,842	15,640
Placer.....									
Plumas.....									
Riverside.....	1,305	1,254	1,027		1,345	1,163		6,094	8,682
Sacramento.....									5,197
San Benito.....									
San Bernardino.....									6,584
San Diego.....									7,726
San Francisco.....									
San Joaquin.....									1,123
San Luis Obispo.....									
San Mateo.....				675	553	463	322	2,013	8,864
Santa Barbara.....									309
Santa Clara.....				674	627	473	366	2,140	16,123
Santa Cruz.....									513
Shasta.....									915
Sierra.....									
Siskiyou.....									
Solano.....									2,539
Sonoma.....					676			676	1,634
Stanislaus.....									742
Sutter.....									
Tehama.....									
Trinity.....									
Tulare.....									
Tuolumne.....									
Ventura.....									2,333
Yolo.....									313
Yuba.....									
Total.....	6,294	5,589	4,852	1,870	6,013	3,971	2,224	30,813	180,489

## CONSERVATION WEEK, 1957

A year ago California suffered the ravages of forest fires and floods. This year fire has been the chief menace. Exceedingly dry conditions threaten more fire damage unless there is sufficient precipitation to prevent further disaster.

This again calls our attention to the subject of water; last year, too much; this year, too little. Either condition is not good for California. In any event we are going to hear a lot more about water and the control of our water resources. Let us keep in mind that we are over-drawing our water supply in California by about 5,000,000 acre-feet per season, mostly through overdraft on the ground water basins. Our water plan experts tell us that if further conservation works are not built, by 1965 this overdraft may amount to 11,000,000 acre-feet seasonally. Continued California timber losses due to fire, while considerably less in 1956 than in 1955, leave no room for complacency. Los Angeles and Ventura Counties have just suffered severe losses due to fire.

Early in the fall of 1956 San Bernardino County experienced another in a series of disastrous fires which at one point threatened to destroy a new high school. The energetic actions of fire crews saved the building.

While fire and flood continue to present spectacular types of conservation problems, there are others just as important. Since oil is an important but exhaustible resource of California, some serious thinking will need to be done about oil conservation. At the November general election, Proposition 4, the controversial oil conservation bill, was turned down by the voters. As the Suez crisis has interrupted the flow of middle eastern oil production and transportation, Europe now looks to the United States as a source of supply for assistance with the oil problem. Conservation problems must be faced realistically by the people of California. Only through the informed and intelligent action of its citizens can California find solutions to its conservation problems.

The twenty-third annual observance of Conservation Week, March 7-14, 1957, is rapidly approaching. California educators are reminded again of their responsibilities to the young and old in the serious business of citizenship training. The informed citizen acts intelligently. Certainly his information would not be complete without instruction in the conservation of natural resources.

In advance of the observance of Conservation Week, schools will receive the annual Governor's Message on Conservation, together with the program guide furnished through the courtesy of the California Conservation Council and a covering letter from the Superintendent of Public Instruction. The program guide gives many helpful suggestions on planning for the observation of Conservation Week.

The Department of Education, in co-operation with the Department of Natural Resources and the Department of Fish and Game, urges not only the observance of Conservation Week by the public schools but also the continuance of conservation instruction throughout the year. Conservation education becomes increasingly more important to California's citizens, as the conservation problems of the state multiply. Intelligent solutions to these problems must be based upon facts. Let's give them the facts about conservation.



# Departmental Communications

## DIVISION OF INSTRUCTION

JAY DAVIS CONNER, *Associate Superintendent of Public Instruction; and  
Chief, Division of Instruction*

### STATE TEXTBOOK MATERIAL EXHIBITS

The State Board of Education at its last meeting expressed a very strong interest in having local school districts and offices of county superintendents of schools prepare exhibits of current state-adopted basic and supplementary textbook materials for the information of both the professional staff and the public.

A very fine way of accomplishing this would be to have such exhibits arranged in each of the elementary schools of the state as part of the observances of California Public Schools Week in the spring, and of American Education Week in the fall of 1957.

Exhibits of this nature which have been set up in several state conferences of professional organizations within recent years have met with a favorable response from visitors. One of the important factors in stimulating such response has been the assignment of personnel who are well informed about the way in which state textbook materials are used in conjunction with local selections, and about purchases of supplementary textbooks and other instructional materials.

A particularly fine opportunity to point out such co-ordination exists in the case of the new textbook materials on Mexico which are just now reaching the schools, and the related audio-visual materials available from the motion picture industry, Paul Hoefer Productions.

## BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, *Chief*

### ADDITIONS TO STATE LIST OF HIGH SCHOOL TEXTBOOKS NEW BOOKS

The following books have been added to the official state list of high school textbooks since publication of the January, 1957, issue of *California Schools*.

ENGLISH		New	Prices Exchange
Composition and Grammar			
Gray & Others, <i>Junior English in Practice</i> (1956) — McCormick			
[Grade] 7		\$ .84	
[Grade] 8		.84	

		New	Prices Exchange
LATIN			
Wedeck, <i>Third Year Latin</i> , second edition (1938).....	Heath	3.52	\$3.43
MATHEMATICS			
Advanced Mathematics			
Gager & Others, <i>Functional Mathematics</i> , Book 4 (1956).....	Scribner's	2.72	2.55
Arithmetic and General Mathematics			
Weber & Weber, <i>Making Mathematics Plain</i> (1956).....	McCormick	.99	.....
SOCIAL STUDIES			
History—Ancient and Medieval			
Wilson & Others, <i>Out of the Past</i> (1954).....	American	2.27	2.22
Social Problems			
Kidger & Dunwiddie, <i>Problems Facing America and You</i> (1956).....	Ginn	3.46	3.37

## REVISED EDITIONS

The following revised editions have been placed on the official state list of high school textbooks since publication of the January, 1957, issue of *California Schools*, to replace editions previously listed.

GENERAL LANGUAGE			
Lindquist, <i>General Language: English and Its Foreign Relations</i> (1952) .....	Holt	2.21	2.15
MATHEMATICS			
Algebra			
Morgan & Paige, <i>Algebra I</i> (1953).....	Holt	2.14	2.09
Morgan & Paige, <i>Algebra II</i> (1953).....	Holt	2.34	2.28
Trigonometry			
Hooper & Griswold, <i>A Modern Course in Trigonometry</i> (1953) .....	Holt	2.30	2.24

## APPOINTMENTS TO STAFF

HECTOR LEE joined the staff of the Division of State Colleges and Teacher Education on November 14, 1956, for a period of three months, while on leave from Chico State College, where he has been Dean of Instruction for eight years.

Dr. Lee holds a bachelor's degree from the University of Utah, a master's degree from the University of California, and a doctor's degree from the University of New Mexico. He came to Chico State College in 1947 as an Associate Professor of English, his field of major interest. More particularly, he has specialized in the study of American folklore, and has served as president of the American Folklore Society. He has written a book on this subject, which is in process of publication.

ROBERT F. MCKELLAR has been appointed Rehabilitation Counselor in the Eureka branch office of the Bureau of Vocational Rehabilitation.

DAVID DRAKE PASCOE, JR., has been appointed to serve as Consultant in Audio-Visual Education from December 3, 1956 to March 1, 1957. Mr. Pascoe, who received his bachelor's degree and Master of Education degree from the University of California, Los Angeles, has been employed as Director of Instructional Materials in the La Mesa-Spring Valley School District since 1953.

GENEVIE DEXTER, who has been on leave of absence to study for a doctorate at Stanford University, returned to her position as Consultant in Physical Education, Bureau of Health Education, Physical Education, and Recreation, on January 2, 1957.

# For Your Information

## STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at its meeting held at the Biltmore Hotel, Los Angeles, January 2, 3, and 4, 1957.

### *Reappointment to State College Advisory Board*

In accordance with Education Code Sections 20361-20368, the Board confirmed the reappointment by Director of Education Roy E. Simpson of Leonard K. Firestone as a member of the advisory board of Los Angeles State College of Applied Arts and Sciences for a four-year term ending September 30, 1960.

### *Approval of Proposal for School District Organization*

In accordance with the provisions of Chapter 16 of Division 2 of the Education Code (Sections 4781 to 4991) and the recommendations of the Division of Public School Administration, the Board approved the following proposal:

*Formation of a unified school district in Kern County*—A proposal of the augmented Kern County Committee on School District Organization that an election be held to determine whether the voters in the Tehachapi Valley area wish to form a unified school district having the same boundaries as the present Tehachapi Valley Union High School District, which unified school district will include the present Aqueduct School District, Tehachapi Union School District, and Tehachapi Valley Union High School District.

### *Call for Bids for Textbooks*

On recommendation of the State Curriculum Commission, the Board authorized the issuance of a call for bids on basic textbooks and teacher's manuals, for adoption periods of not less than six years nor more than eight years, beginning July 1, 1959, for use in the subjects and grades indicated:

#### **SPELLING**

Basic textbooks for grades 3 to 8, inclusive; accompanying teacher's manuals or teacher's editions of such books; and teacher's manuals for grades 1 and 2.

#### **HANDWRITING**

Basic textbooks for grades 3 to 8, inclusive; accompanying teacher's manuals or teacher's editions of such books; and teacher's manuals for grades 1 and 2.

#### **SCIENCE**

Textbooks and supplementary books in science for grades 1 to 8, inclusive, and accompanying teacher's manuals or teacher's editions of such books.

#### **HEALTH**

Supplementary textbooks in health for grades 1 to 8, inclusive, and accompanying teacher's manuals or teacher's editions of such books.

**Readoption of Textbooks in Music and Social Studies**

On recommendation of the State Curriculum Commission, the Board readopted *Folk Songs of the United States*, compiled by the Co-operating Group in Music of the California School Supervisors Association (Southern Section), 1951, as a supplementary textbook for grades 3 to 8, for a period of not less than six years nor more than eight years, beginning July 1, 1957, for distribution as follows:

For one-teacher schools, one copy for each pupil; for schools with two or more teachers, one set of 40 copies, or such number as will provide for the largest class, for each three classes of pupils in grades 3 to 8; for junior high schools, one set, of sufficient copies to provide one copy for each pupil in largest vocal music class, for each vocal music classroom.

On recommendation of the State Curriculum Commission, the Board readopted *Where Rivers Are Born*, by Charles E. Fox, 1951, as a supplementary textbook in social studies for grades 6, 7, and 8, for a period of not less than six nor more than eight years, beginning July 1, 1958, for distribution on the basis of one copy for each five pupils.

**Revocation of Credentials for Public School Service**

The Board revoked the credentials, life diplomas, and other documents for public school service heretofore issued to the following persons, effective on the dates indicated:

Name	Revocation effective	By authority of Education Code Section
Branch, Charles Norval	January 2, 1957	12756
Goldman, Roy	January 2, 1957	12754
Jenkins, Dayle Fred	January 2, 1957	12756
Nemoyer, Robert Jay	October 31, 1956	12754
Thompson, Harley Allen	January 2, 1957	12756
Wolf, Richard Albert, Jr.	November 12, 1956	12754

**Suspension of Credential for Public School Service**

Under authority of Education Code 12756, the Board ordered the suspension of credentials, life diplomas and certification documents heretofore issued to Donald Clifford Morrell and Thomas Donnelly Peters.

**SCHOOL PSYCHOLOGISTS ANNUAL MEETING**

The California Association of School Psychologists and Psychometrists will hold their seventh annual meeting at Asilomar, Pacific Grove, on March 21, 22, and 23. The conference theme "Psychology in the Mainstream of Education," will be highlighted by reports and addresses on current problems by members of the association. The program will also feature short presentations by publishers representatives on trends in individual and group testing. Topics suggested by the Thayer Conference Report on the functions of a school psychologist will be discussed in section meetings.

## APPROVED LIST OF NATIONAL CONTESTS AND ACTIVITIES FOR SECONDARY SCHOOLS, 1956-57

The Committee on National Contests and Activities<sup>1</sup> of the National Association of Secondary-School Principals performs an important professional service by publishing each year a list of approved national contests for schools. After considering the experiences of schools that have participated widely in national contests, the committee has set up criteria for evaluation of the many nonathletic contests, generally competitive for pupils throughout the country, that are offered by industrial and business firms, institutions, organizations, and associations which recognize the winning students with prizes and awards. The criteria serve as a guide to those who plan contests for school participation and are used by the committee in preparing its annual list of approved contests.

The list of contests approved for 1956-57 follows. It is divided into two parts—approved national contests (nonathletic) and approved national activities (no contests included). The list includes the month in which the contest closes or the activity is conducted.

### APPROVED NATIONAL CONTESTS (NONATHLETIC) FOR 1956-57

<i>Sponsoring agency</i>	<i>Type of contest approved</i>	<i>Closing date of contest</i>
<b>AGRICULTURE CONTESTS</b>		
Future Farmers of America, Office of Education, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.	Livestock, Dairy, and Poultry Judging	October
National Junior Vegetable Growers Association, University of Massachusetts, Amherst, Massachusetts	Vegetable Demonstration, Production and Marketing, and Muck Crop Show	December 1
New Farmers of America, Office of Education, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.	Judging	September 15
<b>ART CONTESTS</b>		
American Automobile Association, 1712 G Street, N. W., Washington 6, D. C.	Traffic Safety Poster Contest	March 10
American Legion Auxiliary, 777 North Meridian Street, Indianapolis, Indiana	Poppy Poster Contest	June

<sup>1</sup> The Committee on National Contests and Activities consists of the following members: Albert Willis, *Executive Secretary*, Illinois High School Association, 11 South La Salle St., Chicago 3, *Chairman*; Robert V. Cresswell, *Principal*, Gladstone Junior High School, Pittsburgh, Pa.; Robert L. Fleming, *Principal*, South High School, Youngstown, Ohio; O. T. Freeman, *Principal*, Wichita Falls Senior High School, Wichita Falls, Texas; John M. French, *Principal*, La Porte High School, La Porte, Indiana; and R. C. Guy, *Principal*, Hutchinson Senior High School, Hutchinson, Kansas.



<i>Sponsoring agency</i>	<i>Type of contest approved</i>	<i>Closing date of contest</i>
Eastman Kodak Company, 343 State Street, Rochester, New York	Photographic Contest	March 31
Fisher Body Division, General Motors Corporation, Detroit 2, Michigan	Craftsman's Guild	March 1
Forest City Manufacturing Co., 1641 Washington Avenue, St. Louis 3, Missouri	Drawing Design Contest	March 1
General Federation of Women's Clubs, 1734 N Street, N. W., Washington 6, D. C.	Framed Painting	April
Kansas City Art Institute and School of Design, 4415 Warwick Boulevard, Kansas City 2, Missouri	Design Contest	May 15

## ESSAY CONTESTS

Advertising Federation of America, 250 West 57th Street, New York 19, New York	Essay Contest	April 19
Atlantic Monthly, 8 Arlington Street, Boston 16, Massachusetts	Essay, Story, and Poetry Contest	March 22
Civitan International, Comer Building, Birmingham 3, Alabama	Essay Contest	May 15
Institute for International Government, 11 West 42nd Street, New York, New York	Essay Contest	May 15
Ladies Auxiliary to the Veterans of Foreign Wars, 406 West 34th Street, Kansas City 11, Missouri	Essay Contest	March
National Employ the Physically Handicapped Week, U. S. Department of Labor, Washington 25, D. C.	Essay Contest	March 15
National Sales Executives, 136 East 57th Street, New York 22, New York	Essay Contest	March
National Tuberculosis Association, 1790 Broadway, New York 19, New York	School Press Project	December 23
Omega Psi Phi Fraternity, Inc., 107 Rhode Island Avenue, N. W., Washington, D. C.	Essay Contest	November 12
Propeller Club of the United States, 17 Battery Place, New York, New York	Essay Contest	March 31

## EXAMINATIONS

American Association for the United Nations, Incorporated, 345 East 46th Street, New York 17, New York	Examination	March 1
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<i>Sponsoring agency</i>	<i>Type of contest approved</i>	<i>Closing date of contest</i>
Amer. Ass'n. of Teachers of French, University of Akron, Akron 4, Ohio	French Examination	March 1
Association for Promotion of Study of Latin, Elizabeth, New Jersey	Latin Examination	April

## FORENSIC CONTESTS

Future Farmers of America, Office of Education, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.	Oratorical Contest, Agricultural Subject	October
Improved Benevolent and Protective Order of Elks of the World, 1915 Fourteenth Street, N. W., Washington, D. C.	Oratorical Contest	June
National Americanism Committee of the American Legion, P. O. Box 1055, Indianapolis, Indiana	Oratorical Contest	April
National Association of Radio and Television Broadcasters; Radio-Electronics-Television Manufacturers Association; and U. S. Junior Chamber of Commerce, 1771 N Street, N. W., Washington 6, D. C.	Voice of Democracy Radio Speech Contest	December 21
National Forensic League, Ripon, Wisconsin	Forensic Contests Student Congress	June 1
New Farmers of America, Office of Education, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.	Forensic Contest	September
Supreme Lodge, Knights of Pythias, 2934 Vernon Place, Cincinnati 19, Ohio	Oratorical Contest	April

## HOME ECONOMICS AND INDUSTRIAL ARTS

Ford Motor Company, 3000 Schaefer Road, Dearborn, Michigan	Industrial Arts Awards	June 25
National Red Cherry Institute, 35 East Wacker Drive, Chicago 1, Illinois	Baking Contest	February 14

## SCHOLARSHIPS

* Alexander Hamilton Bicentennial Commission, Advisory Committee on Contests and Awards, 115 Switzler Hall, University of Missouri, Columbia, Missouri	State and National Competitions for Scholarships	June
American Baptist Convention, 152 Madison Avenue, New York 16, New York	National Scholarship Program	September

\* For the year 1956-57 only.

<i>Sponsoring agency</i>	<i>Type of contest approved</i>	<i>Closing date of contest</i>
* American Chemical Society, Louisiana Section, New Orleans, Louisiana	Scientific Presentation	October 11-13
American Veterans of World War II, 1710 Rhode Island Avenue, N. W., Washington, D. C.	For Children of Deceased or Totally Disabled Veterans	February 20
Bausch and Lomb Optical Company, 635 S. Paul Street, Rochester 2, New York	Science Award and Scholarship Program	March
Consolidated Freightways, Inc., P. O. Box 3618, Portland 8, Oregon	Scholarship Awards	April 15
Elks National Foundation Trustees, 16 Court Street, Boston 8, Massachusetts	"Most Valuable Student"	March 1
General Mills, Inc., 400 Second Avenue, South, Minneapolis, Minnesota	Betty Crocker Search	December
General Motors Corporation, Detroit, Michigan	Scholarship Program	December 31
Husmann and Roper Freight Lines, 1717 N. Broadway, St. Louis 6, Missouri	Motor Transportation Program	April 15
Latham Foundation for the Promotion of Humane Education, Latham Square Building, Box 1322 Stanford, California	Poster Contest	March 1
National Merit Scholarships, 1580 Sherman Avenue, Evanston, Illinois	Qualifying Examinations by Educational Testing Service	October 1
National Restaurant Association, 8 South Michigan Avenue, Chicago 3, Illinois	Scholarship Awards	February 1
New England Textile Foundation, 31 Canal Street, Providence 3, Rhode Island	Scholarship Awards	January 15
Quill and Scroll Society, 111 West Jackson Boulevard, Chicago 4, Illinois	Political Quiz	February
Regular Common Carrier Conference, American Trucking Associations, and All Affiliated State Trucking Associations, 1424 Sixteenth Street, N. W., Washington 6, D. C.	Motor Transportation Program	April
Scholarship Board of the National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C.	Scholarship Qualifying Test	October 1
Scholastic Roto, 25 West 43rd Street, New York 36, New York	Thomas McAn Success Awards	March 31
Science Service, 1719 N Street, N. W., Washington 6, D. C.	Science Talent Search	December 27

\* For the year 1956-1957 only.

<i>Sponsoring agency</i>	<i>Type of contest approved</i>	<i>Closing date of contest</i>
The Wool Bureau, 16 West 46th Street, New York 36, New York	Home Sewing Contest	January
MISCELLANEOUS		
Grand Lodge—Benevolent and Protective Order of Elks of the USA, Elks Memorial Building, 2750 Lakeview Avenue, Chicago, Illinois	Youth Leadership	February
Daughters of American Revolution, 1776 D Street, N. W., Washington 6, D. C.	Good Citizen Award	March
Future Scientists of America, National Science Teachers Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.	Science or Math Projects	March 15
Odd Fellows and Rebekahs of America, 2703 East Lake Street, Minneapolis 6, Minnesota	United Nations Pilgrimages	June and July
Scholastic Magazine, Inc., 33 West 42nd Street, New York 36, New York	Art, Writing and Photography	March
Science Clubs of America—Science Service, 1719 N Street, Washington 6, D. C.	National Science Fair	April

#### APPROVED LIST OF NATIONAL ACTIVITIES FOR 1956-57 (NO CONTESTS INCLUDED)

Only national activities are included on this approved list where participants are regarded as representing the school or any school organization.

<i>Sponsoring organization</i>	<i>Main office</i>	<i>When held</i>
American Junior Red Cross	Washington 13, D. C.	Late May
Boys' Nation	Indianapolis, Indiana	July
Distributive Education Clubs of America	Washington 6, D. C.	April
Freedoms Foundation	Valley Forge, Pennsylvania	November 11
Future Business Leaders of America	Washington 6, D. C.	Late June or July
Future Homemakers of America	Washington 25, D. C.	July
Junior Classical League	Middletown, Ohio	June 24
Key Club International	Chicago, Illinois	June 30
National Association of Student Councils	Washington 6, D. C.	June 10
National 4-H Club Awards Program	Washington 25, D. C.	December
National Scholastic Press Association	Minneapolis 14, Minnesota	July or August
New Homemakers of America	Washington 25, D. C.	June

## ACHIEVEMENT AWARDS PROGRAM

Outstanding seniors in California private and public high schools will have an opportunity to win \$44,900 to be awarded in the spring of 1957 by the Bank of America Achievement Awards Program. Of this amount \$35,600 is for 124 final awards, \$9,300 for 248 zone awards. Nearly 5,000 trophies, certificates, and ribbons will be presented in addition to the cash awards.

The purpose of the program is to honor seniors for their scholastic achievements, and services to their schools and communities. The winners are to be selected on the basis of demonstrated leadership, character, personality, consideration, and civic responsibility, as well as scholarship.

Thirty-one zones have been set up for the process of judging the achievements of seniors—16 in those California counties north of and including Kern County, and 15 in southern California. In February, a faculty committee in each school chooses its certificate and trophy winners in each of four fields of study: fine arts, liberal arts, vocational arts, and science and mathematics. In April, panels of civic leaders will conduct interviews with the selected candidates from schools in each zone, and will name three winners in each study field. The first place winner in each field will be awarded \$100 and advanced to one of four regional finals. The second and third place winners will receive \$50 and \$25, respectively.

Top awards of \$1,000, \$500, and \$250 will be made in each of the four regional finals to winners in each of the four subject fields in May, 1957.

Inquiries about the Achievement Awards Program may be addressed to the Bank of America's two program managers, John H. Becker, 300 Montgomery Street, San Francisco; and William E. Maloney, 650 South Spring Street, Los Angeles.

## CONVENTION DATES CHANGED

The convention of the California Association of Public School Business Officials, originally planned for April, will meet instead, on March 20, 21, and 22, 1957, Coronado. Reservations already confirmed are automatically advanced to the new date.

## FORESTRY CAREER INFORMATION

Information on forestry as a professional career has been prepared in booklet form by the Northern California Section, Society of American Foresters, in co-operation with the State Department of Natural Resources. Entitled *Careers in Forestry*, it describes the work of a professional forester, suggests preparatory courses for high school students, discusses transferring from junior college, lists entrance requirements for seven western forestry schools, lists scholarship opportunities, and

salary scales. Copies of the booklet are available from the California State Department of Natural Resources, State Office Building No. 1, Sacramento 14.

To promote better understanding of the field of professional forestry, and to attract outstanding students to the profession, a Committee for Professional Forestry Career Counseling has organized an advisory service in Northern California. The Committee will arrange for talks on the subject with students and teachers anywhere in Northern California. Further information is available from George A. Craig, 6301 Third Avenue, Sacramento 17.

### **EXAMINATION FOR ASSISTANT DIVISION CHIEF, STATE COLLEGES AND TEACHER EDUCATION**

The State Personnel Board has scheduled a civil service examination for the position of Assistant Division Chief, State Colleges and Teacher Education, on April 13, 1957. The duties assigned to this position include co-ordination of services of the various offices of the Division of State Colleges and Teacher Education. Five years of administrative experience in colleges or schools is required for admission to the examination. The salary range is \$950-\$1050. Applications will be accepted by the California State Personnel Board, 801 Capitol Avenue, Sacramento 14, until March 22, 1957.

### **VISITING ASSOCIATESHIP IN SOCIAL STUDIES**

Educational Testing Service will offer a Visiting Associateship in Test Development in the field of social studies for the summer of 1957. The Associate will work primarily on tests at the secondary level. The appointment will be for July and August, 1957. The stipend is \$700 plus transportation to and from Princeton. Applications, to be submitted by March 15, 1957, should include a completed application form and transcripts of all college work, graduate and undergraduate. Requests for application forms and further information should be addressed to Mrs. W. Stanley Brown, Test Development Division, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey.

### **MATHEMATICS AND SCIENCE SCHOLARSHIPS FOR HIGH SCHOOL TEACHERS**

Stanford University is one of several universities receiving grants from the National Science Foundation, for conducting institutes for the supplementary training of high school teachers of mathematics and science. The Institute at Stanford University will be conducted during the school year, from September 23, 1957 to June 15, 1958.



In order to enable teachers to attend the Institute, 50 scholarships are to be awarded. Each successful applicant for a scholarship will receive full tuition (\$750), a basic allowance for the year, of \$3000, plus \$30 per month for each dependent (maximum of four). There will be a further allowance of \$50 for the purchase of books, and a travel allowance (maximum \$160). Each teacher attending the Institute will take a series of courses in his subject field and a course in education, for which academic credit will be given.

Applications must be filed before February 21, 1957, and should be addressed to Harold M. Bacon, Director of the Institute for Supplementary Training of High School Teachers of Science and Mathematics, Stanford University, Stanford, California.

# Professional Literature

## PUBLICATIONS RECEIVED

- California Recreation Park Directory, 1956-57.* Sacramento 14: State of California Recreation Commission, 1956. Pp. 28. \$0.50.
- Clerical Practice for High Schools.* Curriculum Bulletin 1955-56 Series, No. 4. Brooklyn 1, New York: Board of Education of the City of New York (110 Livingston St.), 1956. Pp. 82.
- The Development of Moral and Spiritual Ideals in the Public Schools.* Brooklyn 1, New York: Board of Education of the City of New York (110 Livingston St.), 1956. Pp. 16.
- The Gifted Student and Student Personnel Programs in Colleges and Universities.* A condensation by Edith Stedman of her Master's thesis for Claremont Graduate School including results of a study done in co-operation with the member institutions of Western Personnel Institute. Pasadena, California: Western Personnel Institute, 1956. Pp. 48. \$1.00.
- Modern Languages and Latin. Grades 8-12. Regents Course of Study: French, German, Hebrew, Italian, Spanish, Latin.* Curriculum Bulletin, 1955-56 Series, No. 7. Brooklyn 1, New York: Board of Education of the City of New York (110 Livingston St.), 1956. Pp. viii + 56.
- Physics Handbook.* Albany, New York: Bureau of Secondary Curriculum Development, New York State Education Department, 1956. Pp. 248.
- Science 7-8-9. Suggestions for Developing Courses of Study in General Science for the Early Secondary School Grades.* Albany, New York: Bureau of Secondary Curriculum Development, New York State Education Department, 1956. Pp. 88.
- Speech Aids for Children on Home Instruction.* Curriculum Bulletin, 1955-56 Series, No. 3. Brooklyn 1, New York: Board of Education of the City of New York (110 Livingston St.), 1956. Pp. 44.
- Syllabus in English for Secondary Schools, Grades 7-12.* Albany, New York: Bureau of Secondary Curriculum Development, New York State Education Department, 1957 (reprint of 1935 edition). Pp. 288.
- Syllabus in Latin.* Bureau of Secondary Curriculum Development. Albany 1, New York: New York State Education Department, 1956. Pp. 132.
- The Unit in Curriculum Development and Instruction.* New York 19: Bureau of Curriculum Research, Board of Education of the City of New York (110 Livingston St.), 1956. Pp. 32.

# DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

## STATE BOARD OF EDUCATION

Term Expires  
January 15

William L. Blair, <i>President</i> , Pasadena	1960
Wilber D. Simons, <i>Vice President</i> , Redding	1960
Byron H. Atkinson, Los Angeles	1957
William N. Buckman, Ceres	1959
Dr. Mabel E. Kinney, Los Angeles	1958
Thomas J. Mellon, San Francisco	1958
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Mrs. Eva C. Noland, Salinas	1960
Max Osslo, San Diego	1957
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Roy E. Simpson, *Secretary and Executive Officer*

## STAFF

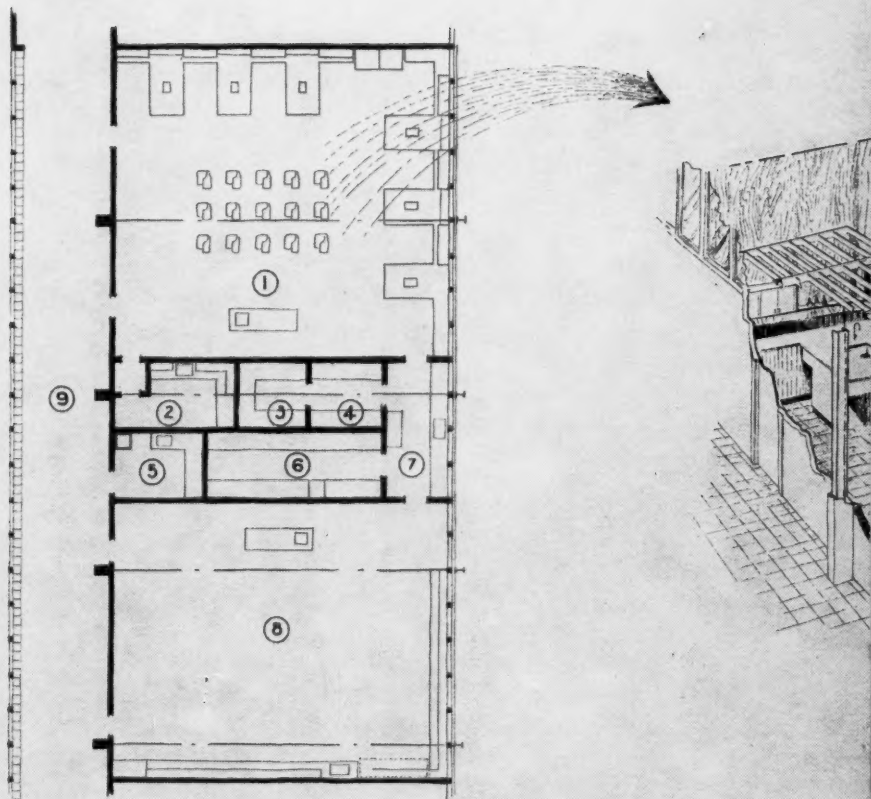
(Unless otherwise indicated, all staff members may be reached at the State Education Building, 721 Capitol Avenue, Sacramento 14)

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 515 Van Ness Avenue, San Francisco 2  
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 CHILD CARE CENTERS, John R. Weber, *Supervisor*  
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 CREDENTIALS, Herschel S. Morgan, *Credentials Technician*  
 CURRICULUM DEVELOPMENT, Robert E. Browne, *Consultant*  
 DEAF, EDUCATION OF THE, Charles W. Watson, *Consultant*  
 EDUCATION RESEARCH, Bureau of, Henry W. Magnuson, *Chief*  
 ELEMENTARY EDUCATION, Bureau of, Helen Heffernan, *Chief*  
 ELEMENTARY TEXTBOOK DISTRIBUTION, B. E. Claypool, *Supervisor*  
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 INDUSTRIAL ARTS EDUCATION, Robert L. Woodward, *Consultant*  
 INDUSTRIAL EDUCATION, Bureau of, Samuel L. Pick, *Chief*  
 LIBRARIES, Division of, Mrs. Carma R. Zimmerman, *State Librarian*, Library and Courts Building,  
 Sacramento  
 MENTAL HYGIENE, Eli M. Bower, *Consultant*  
 MENTALLY RETARDED, EDUCATION OF THE, Eli M. Bower and Flora M. Daly, *Consultants*  
 PEACE OFFICERS TRAINING, John P. Peper, *Special Supervisor*  
 PHYSICAL EDUCATION, Genevie Dexter, *Consultant*  
 PHYSICALLY HANDICAPPED CHILDREN, EDUCATION OF, Jane Stoddard, *Consultant*; Mrs. Beatrice Gore,  
*Consultant*, 809-E State Building, 217 W. First St., Los Angeles 12  
 READJUSTMENT EDUCATION, Bureau of, Herbert E. Summers, *Chief*  
 SCHOOL ADMINISTRATION, Ronald W. Cox, *Assistant Division Chief, Public School Administration*  
 SCHOOL APPORTIONMENTS AND REPORTS, Bureau of, Ray H. Johnson, *Chief*  
 SCHOOL DISTRICT ORGANIZATION, Bureau of, Drayton B. Nuttall, *Chief*  
 SCHOOL HEALTH EDUCATION, Patricia Hill, *Consultant*  
 SCHOOL LUNCH PROGRAM, James M. Hemphill, *Supervisor*  
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 SCHOOL RECREATION, Louis E. Means, *Consultant*  
 SECONDARY EDUCATION, Bureau of, Frank B. Lindsay, *Chief*  
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 SPEECH CORRECTION, Mrs. Agnes M. Frye, Conrad Wedberg, *Consultants*  
 SURPLUS PROPERTY, STATE EDUCATIONAL AGENCY FOR, William Farrell, *Chief Surplus Property Officer*  
 TEACHER EDUCATION, Carl A. Larson, *Specialist*  
 TEACHER RECRUITMENT, Blair Hurd, *Co-ordinator*  
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 VOCATIONAL EDUCATION, Wesley P. Smith, *State Director*  
 VOCATIONAL REHABILITATION, Bureau of, Andrew Marrin, *Chief*





- ① PHYSICS - CHEMISTRY
- ② FAN ROOM
- ③ BULK CHEMICAL
- ④ STORAGE
- ⑤ JANITOR
- ⑥ STORAGE
- ⑦ WORK ROOM
- ⑧ SCIENCE
- ⑨ CORRIDOR